DOCUMENT RESUME

ED 395 468 FL 023 798

AUTHOR	Thompson, Chad; Frank, Ellen
TITLE	Denakenaga' for Children. Lesson Plans for Teaching Denakenaga' (Minto-Nenana Tanana) to Children in Elementary Grades.
INSTITUTION	Yukon Koyukuk School District, Nenana, AK.
REPORT NO	ISBN-1-55500-024-X
PUB DATE	87
NOTE	144p.
AVAILABLE FROM	Alaska Native Language Center, University of Alaska Fairbanks, P.O. Box 900111, Fairbanks, AK 99775-0120.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
LANGUAGE	English; Tanana
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*American Indian Languages; Animals; *Athapascan Languages; Clothing; Community; Daily Living Skills; Dialects; Elementary Education; *Folk Culture; Food; Heritage Education; Human Body; Lesson Plans; *Native Language Instruction; Second Languages; Short Stories; Uncommonly Taught Languages; Weather
IDENTIFIERS	Alaska; *Tanana

ABSTRACT

This curriculum for elementary school-level instruction in Denakenaga' is intended for development of oral native language skills. Included are plans for 60 25-minute lessons, arranged in 11 units: basic conversation; food and eating; hunting and animals; clothing and morning routine; weather; body parts; dogs and sleds; numbers; the village; cooking; and sitting, standing, and lying down. Each lesson contains oral exercises and games, and in later lessons, a list of needed materials and reviews. Flash cards and games, not included here, are available for use with the lessons. Three stories appropriate for this population, in both Denakenaga and English, are appended. (MSE)

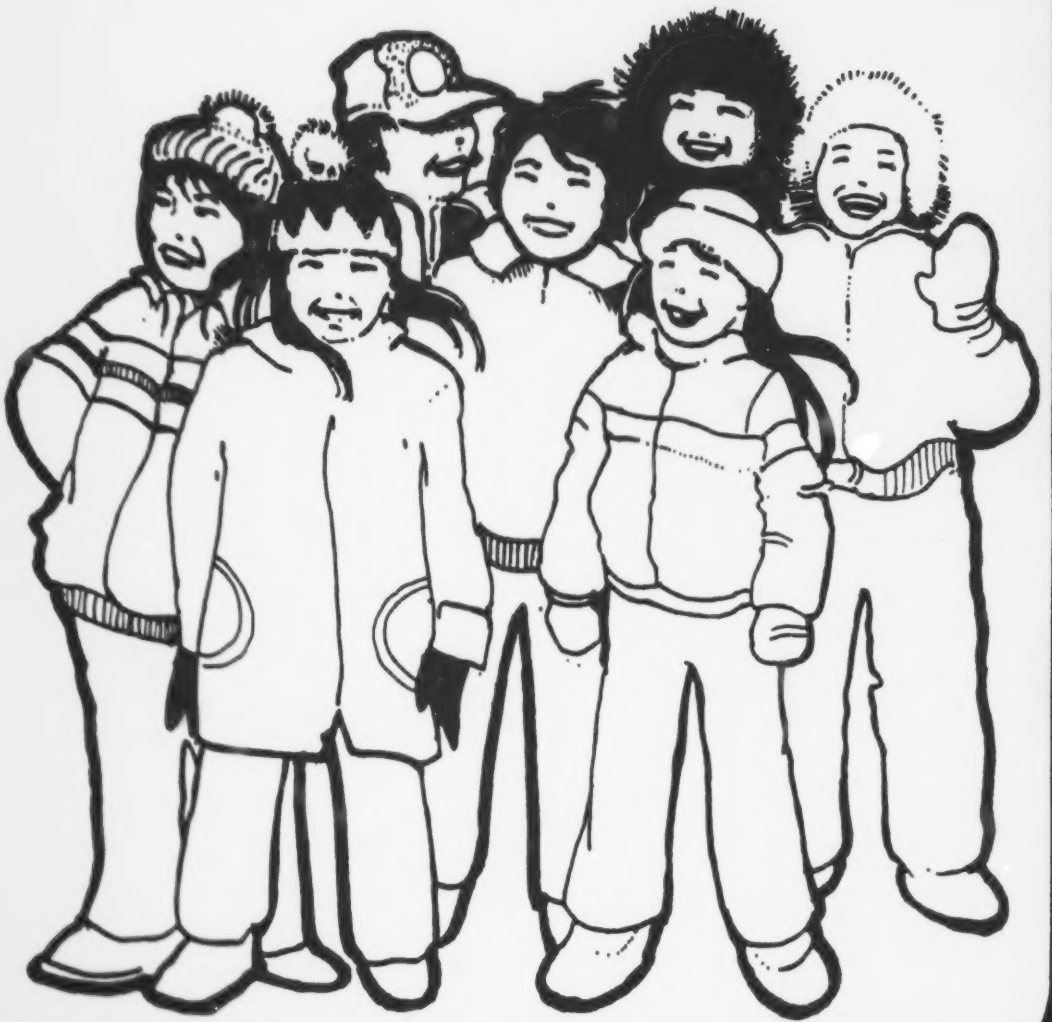
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 395 468

Denakenaga' for Children

Lesson Plans for Teaching Denakenaga' (Minto-Nenana Tanana) to Children in Elementary Grades

By Chad Thompson with Ellen Frank



FL023798

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Michael Krauss

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Denakenaga' for Children

Denakenaga' for Children

Lesson Plans for Teaching Denakenaga' (Minto-Nenana Tanana) to Children in Elementary Grades

By
Chad Thompson
of Alaska Native Language Center
University of Alaska

in consultation with
Ellen Frank
of Minto, Alaska

Yukon Koyukuk School District

Denakenaga' for Children

YUKON-KOYUKUK SCHOOL DISTRICT
School Board Members:
Patrick J. Madros, Acting Chairman
Patrick M. McCarty
Irene Kangas
Eddie Bergman
Luke Titus
Fred Lee Bifelt
Cheryl DeHart

Joe B. Cooper, Ed. D., Superintendent
Fred Lau, Assistant Superintendent

Project Coordinator: Niki McCurry
Lesson Writer: Chad Thompson, Alaska Native Language Center
Denakenaga' Consultant: Ellen Frank
Layout: Loraine Bassner, Alaska Native Language Center
Illustrator: Cindy Davis

Prepared for publication by the Alaska Native Language Center, University of Alaska, Fairbanks

© 1987 Yukon Koyukuk School District
Box 309
Nenana, Alaska 99760

Printed in the United States of America
All rights reserved
ISBN 1-55500-024-X

First printing, 1987 300 copies

DESCRIPTION
This teacher guide provides 60 lesson plans to teach Tanana Athabaskan as a second language. It is intended for use with students in grades 1-6. A series of flashcards, a game board, and a set of tic-tac-toe boards and cards are available to accompany the lessons.

Cataloging in Publication Data

Thompson, Chad

Denakenaga' for Children: lesson plans for teaching Denakenaga' (Tanana Athabaskan) to children in Elementary grades. Nenana, Alaska: Yukon Koyukuk School District, © 1987.
160 pp. illus.

1. TANANA ATHABASKAN LANGUAGE -CURRICULUM. I. Frank, Ellen. II. Yukon Koyukuk School District.
497.2

CONTENTS

Unit 1–Basic Conversation

Lesson 1.....3
Lesson 2.....5
Lesson 3.....7
Lesson 4.....9

Unit 2–Food and Eating

Lesson 5.....13
Lesson 6.....15
Lesson 7.....17
Lesson 8.....19
Lesson 9.....21
Lesson 10.....23
Lesson 11.....27
Lesson 12.....29

Unit 3–Hunting and Animals

Lesson 13.....33
Lesson 14.....35
Lesson 15.....37
Lesson 16.....39
Lesson 17.....41
Lesson 18.....43
Lesson 19.....45
Lesson 20.....47
Lesson 21.....49
Lesson 22.....51

Unit 4–Clothing and the Morning Routine

Lesson 23.....55
Lesson 24.....57
Lesson 25.....59
Lesson 26.....61
Lesson 27.....63
Lesson 28.....65
Lesson 29.....67
Lesson 30.....69

Unit 5–Weather

Lesson 31.....75
Lesson 32.....77
Lesson 33.....79
Lesson 34.....81
Lesson 35.....83

Unit 6–Body Parts

Lesson 36.....89
Lesson 37.....91

Lesson 38.....93
Lesson 39.....95
Lesson 40.....97
Unit 7–Dogs and Sleds
Lesson 41.....101
Lesson 42.....103
Unit 8–Numbers
Lesson 43.....107
Lesson 44.....109
Lesson 45.....111
Lesson 46.....113
Unit 9–The Village
Lesson 47.....117
Lesson 48.....119
Lesson 49.....121
Lesson 50.....123
Unit 10–Cooking
Lesson 51.....127
Lesson 52.....129
Lesson 53.....131
Lesson 54.....133
Lesson 55.....135
Unit 11–Sitting, Standing, and Lying Down
Lesson 56.....139
Lesson 57.....141
Lesson 58.....143
Lesson 59.....145
Lesson 60.....147
Stories
Noonee Ch'eda' (The Poor Porcupine) 151
Dotan? (What Is He Doing?).....155
Ch'ookayekh (The Store).....157

INTRODUCTION

These lessons are meant to aid instructors of Denakenaga' (Minto-Nenana Tanana) who are teaching children in grades one through six. The lessons are not intended to teach written Denakenaga', but rather to build oral skills in the language.

This book is based on part of a complete curriculum (kindergarten through 12th grade) for teaching Dinaakk'a, Koyukon Athabaskan. That curriculum consists of:

1. *Scope and Sequence* — A complete grammar of Dinaakk'a arranged according to grammatical topics. It is divided into three levels.
2. *Dinaakk'a for Children in Elementary Grades*
3. *Dinaakk'a I* — Beginning-level lessons for junior and senior high school students. Consists of a student textbook and a teacher's guide.
4. *Dinaakk'a II* — Intermediate-level lessons for junior and senior high school students. Consists of a student textbook and a teacher's guide.
5. *Dinaakk'a III* — Advanced-level lessons for junior and senior high school students. Consists of a student textbook and a teacher's guide.

The lessons in this volume are arranged according to semantic content. There are plans for sixty 25-minute lessons. Supplementing the lesson plans are flash cards, tic-tac-toe boards, and a board game called *Nonathdlodee Nedee?* In addition, there are stories and books recommended as material to be read to the students. The section *Ch'ookayekh (The Store)* at the back of this book refers to *Doghołkughee? Nidats'uhkk'a daaghanaalt aayee? (How much? How many?)*, by Pulu and Pope, published by the National Bilingual Materials Development Center.

Teachers of Athabaskan languages across the state complain of a general lack of materials. This book is meant, in part, to fill that void. Although specific lengths of time are given for each section of a lesson, it is hoped that teachers will use their own judgment in deciding whether a particular activity requires more or less time than is recommended. These plans are intended as instructional aids and guidelines, and are not meant to be restrictive.

Our philosophy in writing this book is that Native languages taught in public schools deserve the same degree of support and the same quality of materials given to other areas of the school curriculum. We also recognize the unique nature of Alaska Native languages and it is our intention that these lessons, and others meant to teach Native languages, will be more sensitive to local needs and wishes than other more general areas of study might be. For this reason, we invite suggestions from teachers or students of Denakenaga' for changes or additions to this book.

Finally, we would like to acknowledge the help given us in preparing the lessons. Niki McCurry, Carl Williams, Irene Reed, and Donna McAlpine read drafts of some or all of these lessons and made valuable suggestions for change. Lorraine Basnar edited the final version for consistency and prepared the material for publication. Any errors, however, should be attributed to the authors and not to any of the aforementioned persons.

Unit 1
BASIC CONVERSATION

LESSON 1

1. What is your name? - 10 minutes

Tell the class your name by saying:

(your name) se'oozra'.

Have the class repeat *se'oozra'* after you.

Teacher: se'oozra'
Class: se'oozra'

Ask each student his or her name by saying *Nidats'en' ne'oozra'?* and have each one answer by saying a name followed by *se'oozra'*. Do not tell them the English translation unless they cannot figure out what to say. For example:

Teacher: Nedats'en' ne'oozra'?
Student: ?
Teacher: Your name.
Student: Johnny.
Teacher: Say *Johnny se'oozra'*.
Student: Johnny se'oozra'.

2. Puppets - 15 minutes

Get two puppets and put one on each hand. Make the puppets have the following conversation:

Puppet 1: Do'eent'a?

Puppet 2: Eszroon.

Turn the puppet towards one of the students and have the puppet ask:

Do'eent'a?

Have the student answer *Eszroon*. Do not use English unless the student cannot answer. For example:

Puppet: Do'eent'a?
Student: ?

Teacher: How are you?
Student: ?
Teacher: Say *Eszroon*.
Student: Eszroon.
Puppet: See chegu eszroon.

Do the same dialogue with each student in the class:

Puppet: Do'eent'a?
Student: Eszroon.
Puppet: See chegu eszroon.

Sometimes have the puppet ask the student's name as well.

Puppet: Nedats'en' ne'oozra'?
Student: Susan se'oozra'.
Puppet: Do'eent'a?
Student: Eszroon.
Puppet: See chegu eszroon.

Give one of the students a puppet and have the student ask another student the same questions. Help the student if necessary:

Student: ?
Teacher: Ask him his name.
Student: ?
Teacher: Nedats'en' ne'oozra'?
Student (to other student): Nedats'en' ne'oozra'?
Student 2: Johnny se'oozra'.
Student: ?
Teacher: Ask how he is.
Student: ?
Teacher: Say *Do'eent'a*.
Student: Do'eent'a?
Student 2: Eszroon.

Pass the puppet around to each student and have him or her ask another student the same questions.

LESSON 2

Material: Something hot to touch, something cold to touch

1. Opening Review - 5 minutes

Ask one of the students:

Nedats'en' ne'oozra'?

The student should say his or her name followed by *se'oozra'*. Ask each student the same question.

Ask each student:

Do'eent'a?

Have each student answer *Eszroon.*

2. Hot and cold - 10 minutes

Have one of the students ask you *Do'eent'a?* Answer by touching something cold and saying:

Edlee esdlan!

Have the class repeat the word after you:

Teacher: Edlee! (touching something cold)
Class: Edlee! (touching something cold)

Ask one of the students *Do'eent'a?* and have him or her answer *Edlee.* Do not say anything in English unless the student cannot answer. For example:

Teacher: Do'eent'a?
Student: Eszroon.
Teacher: No, say that you are cold.
Student: ?
Teacher: Edlee esdlan.
Student: Edlee esdlan.

Ask each student *Do'eent'a?* and have each answer *Edlee!*

Next touch something hot and say:

Etlega'!

Have the whole class repeat after you:

Teacher: Etlega'! (touching something hot)
Class: Etlega'! (touching something hot)

Ask each student *Do'eent'a?* and have each answer *Etlega'!*

3. **Line or circle drill** - 10 minutes

Have all the students stand in a line or a circle. Have one student ask the next *Do'eent'a?* The next student should answer and then ask the next student down *Do'eent'a?* Each student should answer using a different word than the previous student. The object is to go all the way down the line (or around the circle) as quickly as possible. Below is an example of how it might go:

Student 1: Do'eent'a?
Student 2: Eszroon.
Do'eent'a?
Student 3: Eba esdlan.
Do'eent'a?
Student 4: Edlee esdlan.
Do'eent'a?
Student 5: Eszroon.
Do'eent'a?
Student 6: Etlega' *or* Na'esdheł.

If you have enough students, divide the class into two groups and have them compete to see which group can do this drill faster.

LESSON 3

1. **Review** - 5 minutes

Have the class repeat each of the words below after you and tell you what each one means in English:

Do'eent'a?	How are you?
Eszroon.	I am fine.
See chegu eszroon.	I am fine too.
edlee	cold
etlega'	hot
Nedats'en' ne'oozra'?	What is your name?
se'oozra'	my name

2. **Line or circle drill** - 5 minutes

Have them do the same drill as in Lesson 2, except that this time they must ask *Nedats'en' ne'oozra'* before asking *Do'eent'a* . For example:

Johnny: Nedats'en' ne'oozra'?
Billy: Billy se'oozra'.
Johnny: Do'eent'a?
Billy: Edlee esdlan.
Nedats'en' ne'oozra'?
Sally: Sally se'oozra'.
Billy: Do'eent'a?
Sally: Eszroon.
Nedats'en' ne'oozra'? (to Peter)
Peter: Peter se'oozra'
...and so on

3. **Commands** - 10 minutes

Pick up something such as a pencil, a piece of chalk, or an eraser, and give it to one of the students while saying *Na'*. After they take it, stick out your hand and say *Neda'*. Tell the class that *Na'* means 'here, take it' while *neda'* means 'give it to me.' Give the object to another student down and say *na'*. Ask for it by saying *Neda'*. Do this until each student has held the object. Ask the students to pass the object around the classroom. One student should say *Neda'* and the one who has the object should say *Na'* and give it to the other.

4. **Review** - 5 minutes

Say all the vocabulary words again and have the students repeat each word after you and tell you what the word means:

Do'eent'a?	How are you?
Eszroon.	I am fine.
See chegu eszroon.	I am fine too.
edlee	cold
etlega'	hot
Nedats'en' ne'oozra'?	What is your name?
se'oozra'	my name
Neda'.	Give it to me.
Na'.	Here, take it.

LESSON 4

1. Review - 5 minutes

Have the class repeat each of the words below after you. Have the students tell you what each one means in English:

Do'eent'a?	How are you?
Eszroon.	I am fine.
See chegu eszroon.	I am fine too.
edlee	cold
etlega'	hot
Nedats'en' ne'oozra'?	What is your name?
se'oozra'	my name
Neda'.	Give it to me.
Na'.	Here, take it.

Ask individual students the questions *Nedats'en' ne'oozra'?* and *Do'eent'a?* and have them answer you.

2. New words - 5 minutes

Motion for one of the students to stand up and say:

Ne'eendhet.

Have him or her stand up. Motion for him or her to come to you and say:

Onee'.

Have him or her come to you. Motion for him or her to sit down and say:

Dheedo.

Have him or her sit down. Give the same three commands to different students.

3. Commands - 10 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Na'.* Then say the following commands and questions and have the student do what you say, or answer your question.

Ne'eendhet.	Student stands up.
Onee'.	Student comes to you.
Nedats'en' ne'oozra'?	Student says his or her name and *se'oozre'*.
Do'eent'a?	Student answers *eszroon, eba esdlan, edlee esdlan...*
Neda'.	Student gives you the object.
Basee'.	Student does nothing or says Ehe'.
Dheedo.	Student sits down.

Say *na'* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with each student in the classroom.

4. Students give commands - 5 minutes

In the remaining class time, have individual students get up and say commands and ask questions to other students or to you.

Unit 2
FOOD AND EATING

LESSON 5

Material : flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)

1. **Review** - 10 minutes

Have the class repeat each of the words below after you and tell you what each one means in English:

Do'eent'a?	How are you?
Eszroon.	I am fine.
see chegu	me too
See chegu eszroon.	I am fine too.
edlee	cold
etlga'	hot
eba	sick, it hurts
Nedats'en' ne'oozra'?	What is your name?
se'oozra'	my name
Neda'.	Give it to me.
Na'.	Here, take it.

Give an item (pencil, chalk...) to a student who is sitting and say *Na'*. Then say the following commands and questions and have the student do what you say, or answer your question.

Ne'eendhit.	Student stands up.
Onee'.	Student comes to you.
Nedaats'a ne'oozra'?	Student says his or her name and *se'oozra'*.
Do'eent'a?	Student answers *eszroon, eba, edlee...*
Neda'.	Student gives you the object.
Basee'.	Student does nothing.
Dheedo.	Student sits down.

Say *Na'* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with other students in the classroom.

2. **Food** - 15 minutes

Show each of the flash cards to the class and say the name of each item:

Jo lo nelanee. (Jo lo too, Jo lo soochanee...)

The class should repeat after you the food words:

Nelanee. (Too, Sookaanee...)

Repeat as many times as necessary.

Next, show the cards to the class, asking for each card:

Deyado jonee?

The class should answer:

Eey lo nelanee *or* Nelanee.

(Eey lo too, Eey lo soochanee...)

Repeat this exercise, but with individual students.

Give the flash cards to a student and have him or her question the other students, one at a time:

Student 1: Deyado jonee?

Student 2: Eey lo nelanee (too, soochanee...)

Repeat with other students.

3. **Ouch!** - Optional Activity

You will have to decide whether this activity is appropriate for your classroom. Have the children take turns pinching or hitting one another lightly. The one who gets pinched or hit is to say either *Eba!* (Ouch!) or *Ekee!* (It doesn't hurt!).

LESSON 6

Material: flash cards from Lesson 5 of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)

1. **Review Drill** - 10 minutes

Show each of the flash cards to the class and ask:

Deyado jonee?

The class should answer as a group.

Show the cards to individual students and ask them:

Deyado jonee?

2. **Are you hungry?** - 10 minutes

Act hungry (for example by rubbing your stomach) and say:

Destseen.

Have the class repeat after you:

Teacher: Destseen.
Class: Destseen.

Ask a student if he or she is hungry:

Deentseenee'?

Help him or her to answer:

Ehe', destseen'.

Ask each student in the class the same question.

Teacher: Deentseenèe'?
Student: Ehe', destseen'.

3. **Vocabulary Review** - 5 minutes

Say each of the words below and have the students repeat each one after you and give the translation:

Deentseenee'?	Are you hungry?
ehe'	yes
Ehe', destseen'.	Yes, I am hungry.
Deya k'at?	What do you want?
Nelanee k'at.	I want meat.
Do'eent'a?	How are you?
Eszroon.	I am fine.
See chegu eszroon.	I am fine too.
edlee	cold
etlega'	hot
Nedats'en' ne'oozra'?	What is your name?
se'oozra'	my name
Neda'.	Give it to me.
Na'.	Here, take it.
Ne'eedhit.	Stand up.
Dheedo.	Sit down.
Onee'.	Come here.
łook'a	fish
nelanee	meat
neldludee	mush
dhegunee	dried fish
soochanee	bread
todheł	broth, soup
tsayee	tea
jega	berries
tth'en'	a bone
sakhelee	sugar
beejee	flour

LESSON 7

Material : flash cards from Lesson 5 of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour); tic-tac-toe set (boards, cards, chips)

1. **Review Drill** - 5 minutes

Show each of the flash cards to the class and ask:

Deyado jonee?

The class should answer as a group.

Show the cards to individual students and ask them:

Deyado jonee?

2. **Are you hungry?** Review - 10 minutes

Ask a student if he or she is hungry:

Deentseenee'?

Help him or her to answer:

Ehe', destseen'.

Repeat this same process with the other students in the classroom.

3. **Tic-Tac-Toe** - 10 minutes

Get out the tic-tac-toe game boards the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Athabaskan word which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins. If a student cannot recognize a word, then he or she cannot put a chip or bean down.

LESSON 8

Material: flash cards from Lesson 5 of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)

1. **Review Drill** - 10 minutes

Show each of the flash cards to the class and ask:

Deyado jonee?

The class should answer as a group.

Show the cards to individual students and ask them:

Deyado jonee?

2. **What do you want?** - 10 minutes

Act as if you are hungry and say:

Destseen'.

Hold up the picture of meat and say:

Nelanee k'at.

Have the class repeat after you:

Teacher: Nelanee k'at.
Class: Nelanee k'at.

Ask one of the students:

Teacher: Deentseenee'?
Student: Ehe', destseen'.

Then ask what he or she wants by saying *Deya k'at?* Do not use English unless the student cannot answer. For example:

Teacher: Deya k'at?
Student: ?
Teacher: What do you want?
Student: Nelanee
Teacher: Say *Nelanee k'at.*
Student: Nelanee k'at.

Repeat the exercise with other students.

3. **Commands** - 5 minutes

Give an item (pencil, chalk...) to a student who is sitting and say*Na'.* Then say the following commands and questions and have the student do what you say, or answer your question.

Ne'eendhit.	Student stands up.
Onee'.	Student comes to you.
Nedats'en' ne'oozra'?	Student says his or her name and *sa'ooza'.*
Do'eent'a?	Student answers *eszroon, eba esdlan, edlee esdlan...*
Neda'.	Student gives you the object.
Basee'.	Student does nothing or answers *Ehe'.*
Dheedo.	Student sits down.

Say *Na'* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with each student in the classroom.

LESSON 9

Material: flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour); tic-tac-toe set (boards, cards, and chips)

1. Review - 5 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Na'*. Then say the following commands and questions and have the student do what you say, or answer your question.

Ne'eendhit.	Student stands up.
Onee'.	Student comes to you.
Nedats'en' ne'oozra'?	Student says their name and *se'oozra'*.
Do'eent'a?	Student answers *eszroon, eba, edlee...*
Neda'.	Student gives you the object.
Basee'.	Student does nothing or answers *Ehe'*.
Dheedo'.	Student sits down.

Say *Na'* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with other students in the classroom.

2. Tic-Tac-Toe - 10 minutes

Get out the tic-tac-toe game boards the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Athabaskan name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

3. Food Guessing Game - 10 minutes

Object: to guess which food the person who is "it" has

The teacher is the first one to be "it." He or she chooses a card with a particular type of food on it, not letting the others see what it is. A student tells the teacher that he or she wants a particular type of food. If it is the wrong one, the teacher says so. If it is the right one, the student wins and is "it." The dialogue below is the one which should take place. The teacher should help the students learn the dialogue by playing the game enough times so that the students can play without having to be told what to say.

It: Deentseenee'?
Are you hungry?

Student: Ehe', destseen'.
Yes, I am hungry.

It: Deya k'at?
What do you want?

Student: Soochanee (beejee, łook'a, nelanee, neldludee, todheł, sakhelee) k'at.
I want bread (flour, fish, meat, mush, broth, sugar).

It: (if wrong) Soochanee (beejee...) kula.
There is no bread (flour...).

(if right) Ehe'. Na'.
Yes. Take it.

After a student has guessed the correct food, then he or she is "it" and can pick a card and play the game with another student.

LESSON 10

Material: flash cards from Lesson 5 of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)

1. Review - 5 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Na'*. Then say the following commands and questions and have the student do what you say or answer your question.

Ne'eendhit.	Student stands up.
Onee'.	Student comes to you.
Nedats'en' ne'oozra'?	Student says their name and *se'oozra'*.
Do'eent'a?	Student answers *eszroon, eba, edlee ...*
Neda'.	Student gives you the object.
Basee'.	Student does nothing or says *Ehe'*.
Dheedo.	Student sits down.

Say *Na'* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with other students in the classroom.

2. Review Drill - 5 minutes

Show each of the flash cards to the class and ask:

Deyado jonee?

The class should answer as a group.

Show the cards to individual students and ask them:

Deyado jonee?

3. Chain Drill - 10 minutes

The class forms a circle and the teacher begins by saying:

Nelanee k'at.

He or she then asks the student to the right:

Deya k'at?

The student then has to add another food word and ask the next student what he or she wants. For example:

Nelanee eł neldludee eł k'at.

Deya k'at?

The next student has to remember the sentence and add a new word:

Nelanee eł neldludee eł jega eł k'at.

Deya k'at?

and so on.

Any student who cannot recite his or her sentence is "out." The last student left is the winner.

Below is a list of some of the food words which could be used in this game:

nelaanee	meat
soochanee	bread
łook'a	fish
dhegunee	dried fish
tsayee	tea
too	water
baba	food
jega	berries
neldludee	mush
todheł	broth
tth'en	a bone

4. Vocabulary Review - 5 minutes

Say each of the words below and have the students repeat each one after you and give the translation:

Deentseenee'?	Are you hungry?
ehe'	yes
Ehe', destseen'.	Yes, I am hungry.
Deya k'at?	What do you want?
Nelanee k'at.	I want meat.
Do'eent'a?	How are you?
Eszroon.	I am fine.

see chegu	me too
See chegu eszroon.	I am fine too.
edlee	cold
etlega'	hot
eba	sick, it hurts
Nedats'en' ne'oozra"?	What is your name?
se'oozra'	my name
Neda'.	Give it to me.
Na'.	Here, take it.
Ne'eendhit.	Stand up.
Dheedo.	Sit down.
Onee'.	Come here.
łook'a	fish
nelaanee	meat
neldludee	mush
dhegunee	dried fish
soochanee	bread
todheł	broth
tsayee	tea
jega	berry, berries
tth'en	a bone
sahelee	sugar
beejee	flour

LESSON 11

Material: flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour); flash cards of boy eating, girl drinking water, and man drinking tea; tic-tac-toe set (boards, cards, and chips)

1. **Tic-Tac-Toe** - 5 minutes

Get out the tic-tac-toe game boards the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Athabaskan name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

2. **Eating and drinking** - 10 minutes

Introduce the new vocabulary words:

Teacher: (holding up a picture of boy eating)
ch'e'oł
Class: ch'e'oł

Teacher: (holding up picture of girl drinking water)
ch'edenoon
Class: ch'edenoon

Teacher: (holding up picture of man drinking tea)
ch'edenoon
Class: ch'edenoon

Repeat each of the words as often as necessary until everyone can say them correctly.

ch'e'oł
ch'edenoon
ch'edenoon

Hold up the picture of the boy eating and ask one of the students:

Dot'an?
(Answer: Ch'e'oł.)

Hold up the picture of the girl drinking water and ask a student:

Dot'an?
(Answer: Ch'edenoon.)

Hold up the picture of the man drinking tea and ask a student:

Dot'an?
(Answer: Ch'edenoon.)

Ask each student *Dot'an?* at least once, holding up one of these three pictures.

3. **Chain Drill** - 10 minutes

The class forms a circle and the teacher begins by saying:

Nelanee k'at.

He or she then asks the student to the right:

Deya k'at?

The student then has to add another food word and ask the next student what he or she wants. For example,

Nelanee eł neldludee eł k'at.

Deya k'at?

The next student has to remember the sentence and add a new word:

Nelanee eł neldludee eł jega eł k'at.

Deya k'at?

and so on.

Any student who cannot recite his or her sentence is "out." The last student left is the winner.

LESSON 12

Material: flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour.); flash cards of boy eating, girl drinking water, and man drinking tea; puppets

1. Eating and drinking - 10 minutes

Hold up the picture of the boy eating and ask:

Dot'an?
(Answer: Ch'e'oł..)

Hold the picture of the boy eating in your left hand and with your right hand hold up the picture of the meat. Tell the class *Nelanee 'oł* twice and have them repeat it after you. Ask the class:

Deya 'oł?
(Answer: Nelanee 'oł.)

Hold up the picture of the fish and say:

Deya 'oł?
(Answer: Łook'a 'oł.)

Hold up the picture of the dried fish in your right hand (still holding the picture of the boy eating with your left) and ask:

Deya 'oł?
(Answer: Dhegunee 'oł.)

Hold up the picture of the mush and ask:

Deya 'oł?
(Answer: Neldludee 'oł.)

Hold up the picture of the berries and ask:

Deya 'oł?
(Answer: Jega 'oł.)

Hold up the picture of the bread and ask:

Deya 'oł?
(Answer: Soochanee 'oł.)

Hold up the picture of the girl drinking water and ask:

Dot'an?
(Answer: Ch'edenoon.)

Tell the class:

Too denoon.

Ask them:

Deya denoon?
(Answer: Too denoon.)

Hold up the picture of the man drinking tea and ask:

Dot'an?
(Answer: Ch'edenoon.)

Tell the class:

Tsayee denoon.

Ask them:

Deya denoon?
(Answer: Tsayee denoon.)

2. **Puppet Show** - 15 minutes

Ask for two students to volunteer to hold the puppets. The class should then plan a puppet show using as many as possible of the words that they know. Whenever a line is decided on, have the class as whole repeat the line, then have the person holding the puppet say the line. Let other students take turns holding the puppets.

LESSON 13

1. **Puppet Show** - 5 minutes

Ask for two students to volunteer to hold the puppets. The class should then plan a puppet show or do the one made up in Lesson 12 again using as many of the words that they know as possible.

2. **New Word Drill** - 10 minutes

Introduce the following vocabulary items using the flash cards:

Teacher: ɬeega
Class: ɬeega

Teacher: deneejee
Class: deneejee

Teacher: gukh
Class: gukh

Teacher: dotron'
Class: dotron'

Teacher: bedzey
Class: bedzey

Say each of the vocabulary items again as many times as necessary until the students can say the words correctly.

Next, show the cards to the class one at a time and ask each time:

Deyado jonee?

The class should answer:

Eey lo deneejee *or* Deneejee.
(Eey lo bedzey, Eey lo gukh...)

Do the same thing again with individual students.

Give the flashcards to a student and have him or her ask questions of the other students:

Student 1: Deyado jonee?

Student 2: Eey lo deneejee (bedzey, gukh...).

Repeat with other students.

3. **Story** - 10 minutes

Read the story *Noonee Ch'eda'* out loud to the students. Let them follow with the pictures in their books.

LESSON 14

Material: flash cards from Lesson 5 of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour); flash cards from Lesson 13 of animals

1. **Review Drill** - 10 minutes

For the following drill, use both the set of flash cards for food and the one for animals.

Show each of the flash cards to the class and ask:

Deyado jonee?

The class should answer as a group.

Show the cards to individual students and ask them:

Deyado jonee?

2. **Review Activity** - 5 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Na'*. Then say the following commands and questions and have the student do what you say, or answer your question.

Leehaanh.	Student stands up.
Onee'.	Student comes to you.
Nidaats'a ne'oozra'?	Student says his or her name and *se'oozra'*.
Do'eent'a?	Student answers*eszroon, eba, edlee...*
Neda'.	Student gives you the object.
Basee'.	Student does nothing.
Dheedo.	Student sits down.

Say *Na'* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with other students in the classroom.

3. **New Words** - 10 minutes

Introduce the following new words using the flash cards:

Teacher: tso'
Class: tso'

Teacher: noonee
Class: noonee

Teacher: deba
Class: deba

Teacher: nogeddha
Class: nogeddha

Teacher: san-tsooya
Class: san-tsooya

Teacher: noghuya
Class: noghuya

Repeat each of these new words until the students can say them without any difficulty.

Show each of the flash cards to the class and ask:

Deyado jonee?

The class should answer as a group.

Show the cards to individual students and ask them:

Deyado jonee?

LESSON 15

Material: flash cards from Lessons 13 and 14, tic-tac-toe set for animals (boards, cards, chips)

1. **Review** - 5 minutes

Pass out the animal flash cards to the class so that each student has one card.

Think of one of the animals and ask where it is. For example,

Deneejee nedee? (Where is the moose?)

The student holding the picture of the moose should say:

Jo lo. *or* Jo lo deneejee.

Say:

Neda'.

and have the student give you the picture.

Ask where the other animals are one at a time.

Łeega nedee? Neda'.
Dotron' nedee? Neda'.
Bedzey nedee? Neda'.
Tso' nedee? Neda'.
Gukh nedee? Neda'.
Noghuya nedee? Neda'.
Nogeddha nedee? Neda'.
Deba nedee? Neda'.
San tsooya nedee? Neda'.
Noonee nedee? Neda'.

2. **Tic-Tac-Toe** - 10 minutes

Give out the tic-tac-toe game boards for animals along with the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Athabaskan name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

3. **Story** - 10 minutes

Read *Noonee Ch'eda'* out loud to the students. Let them follow along looking at the pictures in their books.

LESSON 16

Material: animal flash cards from Lesson 13 and 14 board game set (board, cards, pieces)

1. **Review** - 5 minutes

Pass out the animal flash cards to the class so that each student has one card.

Think of one of the animals and ask where it is. For example,

Deneejee nedee? (Where is the moose?)

The student holding the picture of the moose should say:

Jo lo. *or* Jo lo deneejee.

Say:

Neda'.

Have the student give you the picture.

Ask where the other animals are one at a time.

Łeega nedee? Neda'.
Dotron' nedee? Neda'.
Bedzey nedee? Neda'.
Tso' nedee? Neda'.
Gukh nedee? Neda'.
Noghuya nedee? Neda'.
Nogeddha nedee? Neda'.
Deba nedee? Neda'.
San-tsooya nedee? Neda'.
Noonee nedee? Neda'.

2. **Review Activity** - 5 minutes

Give an item (pencil, chalk...) to a student who is sitting and say *Na'*. Then say the following commands and questions and have the student do what you say, or answer your question.

Ne'eendhit.	Student stands up.
Onee'.	Student comes to you.
Nedats'en' ne'oozra'?	Student says his or her name and *se'oozra'.*
Do'eent'a?	Student answers *eszroon, eba, edlee...*
Neda'.	Student gives you the object.
Basee'.	Student does nothing.
Dheedo.	Student sits down.

Say *Na'* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with other students in the classroom.

3. Board Game *Nonathdlodee nedee?* - 15 minutes

Players begin by putting their game pieces in START. Each player takes a turn by drawing a card. Most of the cards have a number on them. The player moves his or her game piece the number of spaces indicated on the card. If the player's piece is resting on a picture after having moved, the player must name the animal on the square. If the player cannot name the animal, he or she must move back the number of spaces on the card. If the player draws a card with a picture on it, he or she can advance to the space with the picture corresponding to the card, but only if he or she can name the picture. The first player to reach the finish, the "nonathdlodee," is the winner.

LESSON 17

Material: flash cards from Lessons 13 and 14; tic-tac-toe set for animals (boards, cards, chips)

1. Review - 5 minutes

Pass out the animal flash cards to the class so that each student has one card.

Think of one of the animals and ask where it is. For example,

Deneejee nedee? (Where is the moose.)

The student holding the picture of the moose should say:

Jo lo deneejee.

Say:

Neda'.

and have the student give you the picture.

Ask where the other animals are one at a time.

Łeega nedee? Neda'.
Dotron' nedee? Neda'.
Bedzey nedee? Neda'.
Tso' nedee? Neda'.
Gukh nedee? Neda'.
Noghuya nedee? Neda'.
Nogeddha nedee? Neda'.
Deba nedee? Neda'.
San-tsooya nedee? Neda'.
Noonee nedee? Neda'.

2. Tic-Tac-Toe - 5 minutes

Give out the tic-tac-toe game boards for animals along with the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Athabaskan name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

3. **Animal Chain** - 10 minutes

The class forms a circle and the teacher begins by saying:

Łeega netl-'an.

He or she then asks the student to the right:

Deya neenł'an?

The student to his or her right then has to add another word and ask the next student what he or she sees. For example,

Łeega eł deneejee eł netl-'an.

Deya neenł'an?

The next student has to remember the sentence and add a new noun:

Łeega eł deneejee eł bedzey eł netl-'an.

Deya neenł'an?

and so on.

Any students who cannot recite their sentences are "out." The last student left is the winner.

4. **Story** - 10 minutes

Read *Noonee Ch'eda'* out loud to the students. Let them follow along looking at the pictures in their books.

LESSON 18

Material: board games; animal flash cards from Lessons 13 and 14

1. Review Activity - 10 minutes

Give an animal flashcard to a student who is sitting and say *Na'*. Then say the following commands and questions and have the student do what you say, or answer your question.

Ne'eendhet.	Student stands up.
Onee'.	Student comes to you.
Ndats'en' ne'oozra'?	Student says his or her name and *se'oozra'*.
Do'eent'a?	Student answers *eszroon, eba, edlee...*
Deyado jonee?	Student answers *Jo lo...*
Neda'.	Student gives you the object.
Basee'.	Student does nothing.
Dheedo.	Student sits down.

Say *Na'* to another student and give him or her the object. Repeat the above commands and questions with that student. Repeat the whole process with all of the students in the classroom.

2. Board Game *Nonathdlodee nedee?* - 15 minutes

Players begin by putting their game pieces in START. Each player takes a turn by drawing a card. Most of the cards have a number on them. The player moves his or her game piece the number of spaces indicated on the card. If the player's piece is resting on a picture after having moved, the player must name the animal on the square. If the player cannot name the animal, her or she must move backward the number of spaces on the card. If the player draws a card with a picture on it, he or she can advance to the space with the picture corresponding to the card, only if he or she can name the picture. The first player to reach the finish, the "nonathdlodee," is the winner.

LESSON 19

Material: flash cards from Lessons 13 and 14

1. Review - 5 minutes

Pass out the animal flash cards to the class so that each student has one card.

Think of one of the animals and ask where it is. For example,

Deneejee nedee? (Where is the moose.)

The student holding the picture of the moose should say:

Jo lo deneejee.

Say:

Neda'.

and have the student give you the picture.

Ask where the other animals are one at a time.

Łeega nedee? Neda'.
Dotron' nedee? Neda'.
Bedzey nedee? Neda'.
Tso' nedee? Neda'.
Gukh nedee? Neda'.
Noghuya nedee? Neda'.
Nogeddha nedee? Neda'.
Deba nedee? Neda'.
San-tsooya nedee? Neda'.
Noonee nedee? Neda'.

2. Animal Chain - 10 minutes

The class forms a circle and the teacher begins by saying:

Łeega netl-'an.

He or she then asks the student to the right:

Deya neenɬ'an?

That student then has to add another word and ask the next student what he or she sees. For example,

Łeega eɬ deneejee eɬ netl-'an.

Deya neenɬ'an?

The next student has to remember the sentence and add a new noun:

Łeega eɬ deneejee eɬ bedzey eɬ netl-'an.

Deya neenɬ'an?

...and so on.

Any student who cannot recite his or her sentence is "out." The last student left is the winner.

4. **Story** - 10 minutes

Read *Noonee Ch'eda'* out loud to the students. Let them follow along looking at the pictures in their books. At each page, let the students try to say what the Athabaskan line is before you read it to them.

LESSON 20

1. Song - 10 minutes

Teach the class a song of your choice, preferably one having to do with animals and/or hunting. Begin each day remaining in this unit with this or another song.

2. New Words - 5 minutes

Use flash cards to introduce the class to the following new words:

Teacher: Jo lo dzen.
Dzen.
Class: Dzen.

Teacher: Jo lo tsoogee.
Tsoogee.
Class: Tsoogee.

Teacher: Jo lo tats'oodza.
Tats'oodza.
Class: Tats'oodza.

Repeat each of the words until you are satisfied that the class can say them correctly.

3. Catching Animals - 10 minutes

Hold up the picture of a man and say:

John be'oozra'.

Ask one of the students:

Nedats'en' be'oozra'?

The student should answer "John" or "John be'oozra'." If he or she does not answer, say "What is his name?" Hold up the picture of John and the picture of a muskrat at the same time and say:

John dzen edhdlan.

Ask one of the students:

Deya edhdlan?

If he or she cannot answer, say "What did he catch?" and help the student say *Dzen edhdlan.*

Do the same thing for each of the animals introduced this lesson.

John tsoogee edhdlan.
John tats'oodza edhdlan.

Next hold up the three animal pictures in a random order and ask each student *Deya edhdlan?*

LESSON 21

1. Song - 5 minutes

Have the class sing the song you taught them in Lesson 20.

2. Animal Chain - 10 minutes

The class forms a circle and the teacher begins by saying:

Łeega netl-'an.

He or she then asks the student to the right:

Deya neenł'an?

That student then has to add another word and ask the next student what he or she sees. For example,

Łeega eł deneejee eł netl-'an.

Deya neenł'an?

The next student has to remember the sentence and add a new noun:

Łeega eł deneejee eł bedzey eł netl-'an.

Deya neenł'an?

...and so on.

Any student who cannot recite his or her sentence is "out." The last student left is the winner.

3. Catching Animals - 5 minutes

Review the material from Lesson 20 on catching animals. Ask the class *Deya edhdlan?* while holding any of the animal pictures (including ones from a previous lesson). Have each student answer the question.

4. **Story** - 10 minutes

Read *Noonee Ch'eda'* out loud to the students. Let them follow along looking at the pictures in their books. At each page, let the students try to say what the Athabaskan line is before you read it to them.

LESSON 22

Material: flash cards from Lessons 13 and 14; tic-tac-toe set for animals (boards, cards, chips)

1. Review - 10 minutes

Pass out the animal flash cards to the class so that each student has one card.

Think of one of the animals and ask where it is. For example,

Deneejee nedee? (Where is the moose.)

The student holding the picture of the moose should say:

Jo lo deneejee.

Say:

Neda'.

Have the student give you the picture.

Ask where the other animals are one at a time.

Łeega nedee? Neda'.
Dotron' nedee? Neda'.
Bedzey nedee? Neda'.
Tso' nedee? Neda'.
Gukh nedee? Neda'.
Noghuya nedee? Neda'.
Nogeddha nedee? Neda'.
Deba nedee? Neda'.
San-tsooya nedee? Neda'.
Noonee nedee? Neda'.
Dzen nedee? Neda'.
Tats'oodza nedee? Neda'.
Tsoogee nedee? Neda'.

2. **Tic-Tac-Toe** - 5 minutes

Give out the tic-tac-toe game boards for animals along with the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Athabaskan name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

3. **Review** - 10 minutes

Ask each student in the class:

Nedats'en' ne'oozra'?

Next ask each student for the name of the student sitting next to him or her by saying:

Nedats'en' be'oozra'?

Ask each student how he or she is:

Do'eent'a?

Unit 4
CLOTHING AND THE MORNING ROUTINE

LESSON 23

1. **Review** - 10 minutes

Ask each student in the class the questions *Nedats'en' ne'oozra'?* and *Do'eent'a?* Also ask each one what your name is with the question *Nedats'en' se'oozra'?* Ask for names of other students in the classroom with the question *Nedats'en' be'oozra'?*

2. **Clothing** - 10 minutes

Hold up the flash card of socks and say:

Jo lo sooljee.

Have the class repeat after you:

Teacher: Jo lo sooljee.
Sooljee.
Class: Sooljee.

Ask each student:

Deyado jonee?

Have him or her answer *sooljee.* Next hold up the picture of the mittens.

Teacher: Jo lo dretr.
Dretr.
Class: Dretr.

Ask each student in the class:

Deyado jonee?

and have him or her answer *dretr.*

3. **Possession** - 5 minutes

Point to your own socks and say:

Jo lo sets'esooljee'.

Have the class repeat after you:

Teacher: Sets'esooljee'.
Class: Sets'esooljee'.

Ask each student to point to his or her socks by saying:

Nets'esooljee' nedee?

If a student does not understand, say in English "Where are your socks?" and have the student point to his or her socks. Ask the student:

Deyado?

If the student does not understand, say "What is that?" or "What are those?" and have the student answer *sets'esooljee'*.

Follow the same procedure for mittens, using *sedredra'* and *nedredra'*.

LESSON 24

1. Review - 5 minutes

Ask each student in the class the questions *Nedats'en' ne'oozra'?* and *Do'eent'a?* Also ask each one what your name is with the question *Nedats'en' se'oozra'?* Ask for names of other students in the classroom with the question *Nedats'en' be'oozra'?*

2. Clothing - 10 minutes

Hold up the flash card of a parka and say:

Jo lo ak.

Have the class repeat after you:

Teacher: Jo lo ak.
Ak.
Class: Ak.

Ask each student:

Deyado jonee?

and have him or her answer *ak*. Next hold up the picture of the boots.

Teacher: Jo lo ch'ekachena'.
Ch'ekachena'.
Class: Ch'ekachena'.

Ask each student in the class:

Deyado jonee?

and have him or her answer *ch'ekachena'*.

3. Possession - 10 minutes

Point to your own socks and say:

Jo lo sets'esooljee.

Have the class repeat after you:

Teacher: Sets'esooljee'.
Class: Sets'esooljee'.

Ask each student to point to his or her socks by saying:

Nets'esooljee' nedee?

If a student does not understand, say in English "Where are your socks?" and have the student point to his or her socks. Ask the student:

Deyado?

If the student does not understand, say "What is that?" or "What are those?" and have the student answer *sets'esooljee.*

Repeat the above exercise with sedredra'/nedredra', sekachena' /nekachena', and se'aga'/ne'aga'.

LESSON 25

1. **Review** - 5 minutes

Ask each student in the class the questions *Nedats'en' ne'oozra'?* and *Do'eent'a?* Also ask each one what your name is with the question *Nedats'en' se'oozra'?* Ask for names of other students in the classroom with the question *Nedats'en' be'oozra'?*

2. **Clothing** - 10 minutes

Hold up the flash card of a belt and say:

Jo lo theth.

Have the class repeat after you:

Teacher: Jo lo theth.
Theth.
Class: Theth.

Ask each student:

Deyado jonee?

and have him or her answer *theth.* Next hold up the picture of the hat.

Teacher: Jo lo ts'ekh.
Ts'ekh.
Class Ts'ekh.

Ask each student in the class:

Deyado jonee?

and have him or her answer *ts'ekh.*

3. **Possession** - 10 minutes

Point to your own socks and say:

Jo lo sets'esooljee'.

Have the class repeat after you:

Teacher: Sets'esooljee'.
Class: Sets'esooljee'.

Ask each student to point to his or her socks by saying:

Nets'esooljee' nedee?

If a student does not understand, say in English "Where are your socks?" and have the student point to his or her socks. Ask the student:

Deyado?

If the student does not understand, say "What is that?" or "What are those?" and have the student answer *sets'esooljee'*.

Repeat the above exercise with sedredra'/nedredra', sekachena'/nekachena' and se'aga'/ne'aga', as well as with sedhedha'/nedhedha' and sets'egha'/nets'egha'.

LESSON 26

1. **Story** - 10 minutes

Read the storybook *Dot'an?* to the class. Have the whole class repeat each line after you.

2. **Flash Card Drill** - 5 minutes

Hold up the flash cards of the clothing which the class has learned (socks, mittens, boots, parka, belt, and hat). Hold them up in random order, asking various students:

Deyado jonee?

3. **Clothing** - 10 minutes

Hold up the flash card of moccasins and say:

Jo lo katreth.

Have the class repeat after you:

Teacher: Jo lo katreth.
Katreth.
Class: Katreth.

Ask each student:

Deyado jonee?

and have him or her answer *katreth.* Next hold up the picture of the pants.

Teacher: Jo lo thetl.
Thetl.
Class: Thetl.

Ask each student in the class:

Deyado jonee?

and have him or her answer *thetl.*

LESSON 27

1. **Story** - 10 minutes

Read the storybook *Dot'an?* to the class. Have the whole class repeat each line after you.

2. **Flash Card Drill** - 5 minutes

Hold up the flash cards of the clothing which the class has learned (moccasins, pants, socks, mittens, boots, parka, belt, and hat). Hold them up in random order, asking various students:

Deyado jonee?

3. **Tic-Tac-Toe** - 10 minutes

Give out the tic-tac-toe game boards for clothing along with the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Athabaskan name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

63

LESSON 28

Material: flash cards of clothing

1. Flash Card Drill - 5 minutes

Hold up the flash cards of the clothing which the class has learned (socks, mittens, boots, parka, belt, moccasins, and hat). Hold them up in random order asking various students:

Deyado jonee?

2. Nedee? - 15 minutes

Show a student one of the flash cards and ask:

Deyado jonee?

After the student has answered correctly, ask him or her to come to you by saying:

Onee'.

Ask the student the take the flash card by saying:

Ch'ekachena' (*or whatever*) na'.

Ask the student to sit by saying:

Dheedo.

Repeat this process with other students until you do not have any flash cards left. At this point think of one of the flash cards and ask the class where it is. For example, if you think of boots, ask:

Ch'ekachena' nedee?

The student who has the picture should then say:

Jo lo.

BEST COPY AVAILABLE

Ask that student to come to you, give you the flash card, and then sit down:

Onee'.
Ch'ekachena' neda'.
Basee'.
Dheedo.

Repeat the above commands with the students holding the flash cards until you have all the cards again. Have individual students go to the front of the class and pass out the flash cards the same way you did and say:

Onee'.
Ch'ekachena' (*or whatever*) na'.
Dheedo.

and then get the flash cards back by saying:

Ch'ekachena' nedee?
Onee.
Ch'ekachena' neda'.
Basee'.
Dheedo.

Have each student do the same.

3. Review - 5 minutes

Ask each student in the class the questions *Nedats'en' ne'oozra'?* and *Do'eent'a?* Also ask each one what your name is with the question *Nedats'en' se'oozra'?* Ask for names of other students in the classroom with the question *Nedats'en' be'oozra'?*

LESSON 29

Material: the book *Dot'an?*

1. **Story** - 10 minutes

Read the storybook *Dot'an?* to the class. Have the whole class repeat each line after you.

2. **Washing Up** - 10 minutes

Have the class turn to page 3 of the book *Dot'an?* and have them repeat the caption *Detolyakh.* Pretend that you are washing up and say:

Deto'esjeyakh.

Have the whole class repeat the word *deto'esjeyakh* after you and pretend that they are washing up. Next ask one of the students to wash up by saying the student's name and *deto'eelyakh.* For example:

John, deto'eelyakh.

If the student does not understand, say "Wash up." While the student is "washing," ask:

Do'eet'an?

Help the student to answer:

Deto'esjeyakh.

Repeat this process with each student in the classroom.

3. **Tic-Tac-Toe** - 10 minutes

Give out the tic-tac-toe game boards for clothing along with the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Athabaskan word which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

LESSON 30

Material: clothing flash cards

1. **Flash Card Drill** - 5 minutes

Hold up the flash cards of the clothing which the class has learned (socks, mittens, boots, parka, belt, and hat). Hold them up in random order, asking various students:

Deyado jonee?

2. **Nedee?** - 10 minutes

Show a student one of the flash cards and ask:

Deyado jonee?

After the student has answered correctly, ask him or her to come to you by saying:

Onee'.

Ask the student the take the flash card by saying:

Thetl (*or whatever*) na'.

Ask the student to sit by saying:

Dheedo.

Repeat this process with other students until you do not have any flash cards left. At this point think of one of the flash cards and ask the class where it is. For example, if you think of boots, ask:

Thetl nedee?

The student who has the picture should then say:

Jo lo.

Ask that student to come to you, give you the flash card, and then sit down:

Onee'.
Thetl neda'.
Basee'.
Dheedo.

Ask for each of the flash cards until you have all of them again. Have individual students go to the front of the class and pass out the flash cards the same way you did, saying:

Onee'.
Thetl (*or whatever*) na'.
Dheedo.

and then get the flash cards back by saying:

Thetl nedee?
Onee.
Thetl neda'.
Basee'.
Dheedo.

Have each student do the same.

3. **Washing Up and Getting Dressed** - 10 minutes

Ask one of the students to wash up by saying:

Deto'eelyakh.

If the student does not understand, say "Wash up." While the student is "washing," ask:

Do'eet'an?

Help the student to answer:

Deto'esjeyakh.

Repeat this process with each student in the classroom. Next ask the class to look at the picture on page 4 of *Dot'an?* and have them repeat the caption, *nodetl'oo*, after you. Pretend that you are getting dressed and say:

No'esdetl'oo.

Have the class repeat this word after you and pretend that they are getting dressed. Next ask one of the students to "get dressed":

Na'eedetl'oo.

If he or she does not understand, say "get dressed." Ask the student:

Do'eet'an?

Help him or her answer:

No'esdetl'oo.

Repeat this process with each student in the classroom.

Unit 5
WEATHER

Unit 5

LESSON 31

Material: flash cards for weather (raining, snowing, windy, cold, cloudy)

1. **Review** - 10 minutes

Ask each student in the class the questions *Nedats'en' ne'oozra'?* and *Do'eent'a?* Also ask each one what your name is with the question *Nedats'en' se'oozra'?* Ask for names of other students in the classroom with the question *Nedats'en' be'oozra'?*

2. **Weather** - 10 minutes

Show the weather flash cards to the class and say what each one illustrates. Have the class repeat each word after you.

Ełchon.
Ełyoth.
Edlee khoolan.
Khunadhdheł.
Khedeetr'ey.
K'uth khoolan.

There is no flash card for *Khudeezroon* ('the weather is good'). You will have to wait for a good day to teach this word (or act it out). Tell the students what the weather is like today. For example, if it is snowing outside, you would say:

Degu drana ełyoth.

Hold up the flash card (if there is one) corresponding to the current weather and ask one of the students:

Ye'agu dokhoot'a?

If he or she cannot answer, say "What is the weather like?" If he or she still cannot answer, give the correct response. Ask each student in the classroom what the weather is like, using the same flash card for each student.

3. **Game** - 5 minutes

Ask the class which game they would like to play, and play that game for the remaining time.

LESSON 32

Material: animal flash cards, weather flash cards

1. **Review** - 10 minutes

Pass out the animal flash cards to the class so that each student has one card.

Think of one of the animals and ask where it is. For example,

Deneejee nedee? (Where is the moose.)

The student holding the picture of the moose should say:

Jo lo deneejee.

Say:

Neda'.

and have the student give you the picture.

Ask where the other animals are one at a time.

Łeega nedee? Neda'.
Dotron' nedee? Neda'.
Bedzey nedee? Neda'.
Tso' nedee? Neda'.
Gukh nedee? Neda'.
Noghuya nedee? Neda'.
Nogeddha nedee? Neda'.
Deba nedee? Neda'.
San-tsooya nedee? Neda'.
Noonee nedee? Neda'.

2. **Weather** - 10 minutes

Show the weather flash cards to the class and say what each one illustrates. Have the class repeat each word after you.

Ełchon.
Ełyoth.
Edlee khoolan.
Khunadhdheł.
Khudeetr'ey.
K'uth khoolan.

Tell the students what the weather is like today. However, use a different word than you used yesterday. For example, if it was snowing yesterday and you taught them *ełyoth*, pick a different flash card even though it may still be snowing. For example:

Degu drana khudeetr'ey.

Hold up the flash card (if there is one) corresponding to the current weather and ask one of the students:

Ye agu dokhoot'a?

If he or she cannot answer, say "What is the weather like?" If he or she still cannot answer, give the correct response. Ask each student in the classroom what the weather is like, using the same flash card for each student.

3. Board Game "Nonathdlodee nedee?" - 10 minutes

Players begin by putting their game pieces in START. Each player takes a turn by drawing a card. Most of the cards have a number on them. The player moves his or her game piece the number of spaces indicated on the card. If the player's piece is resting on a picture after having moved, the player must name the animal on the square. If the player draws a card with a picture on it, he or she can advance to the space with the picture corresponding to the card, but only if he or she can name the picture. The first player to reach the finish, the "*nonathdlodee*," is the winner.

LESSON 33

Material: flash cards for the weather

1. **Review** - 8 minutes

Ask each student in the class the questions *Nedats'en' ne'oozra'?* and *Do'eent'a?* Also ask each one what your name is with the question *Nedats'en' se'oozra'?* Ask for names of other students in the classroom with the question *Nedats'en' be'oozra'?*

2. **Clothing Review** - 8 minutes

Ask students to find items of clothing in the classroom or on themselves. Ask a student:

Ts'ekh nedee?

He or she then has to find a hat. Ask each student in the classroom to find something:

Ts'ekh nedee?
Ak nedee?
Ch'kachena' nedee?
Dretr nedee?
Sooljee nedee?
Katreth nedee?
Thith nedee?

3. **Weather** - 10 minutes

Show the weather flash cards to the class and say what each one illustrates. Have the class repeat each word after you.

Ełchon.
Ełyoth.
Edlee khoolan.
Khunadhdheł khoolan.
Khudeetr'ey.
K'uth khoolan.

Tell the students what the weather is like today. However, use a different word than the word you used yesterday or the day before. For example, if it was snowing yesterday and you taught them

ełyoth, pick a different flash card, even though it may still be snowing. For example:

Degu drana ełchon.

Hold up the flash card (if there is one) corresponding to the weather today and ask one of the students:

Ye'agu dokhoot'a?

If he or she cannot answer, say "What is the weather like?" If he or she still cannot answer, give the correct response. Ask each student in the classroom what the weather is like, using the same flash card for each student.

LESSON 34

Material: flash cards for the weather, all the flash cards from Units 1-4

1. **Review** - 5 minutes

Ask each student in the class the questions *Nedats'en' ne'oozra'?* and *Do'eent'a?* Also ask each one what your name is with the question *Nedats'en' se'oozra'?* Ask for names of other students in the classroom with the question *Nedats'en' be'oozra'?*

2. **Commands** - 10 minutes

Play a game where you give commands to students and they have to do what you ask them. Ask the students one at a time to do something from the list below until they cannot do something. At that point, move on to the next student and give the commands to that student. The student who responds to the greatest number of commands is the winner.

Ne'eendhet.
Dheedo.
Onee'.
Na'.
Neda'.
Deo'eelyakh.
Na'eedetl'oo.

If these questions are too easy for the students, you may use the flash cards from this and previous Units and ask one of the three questions below:

Deyado jonee?
Ye'agu dokhoot'a?
Dot'an?

3. **Weather** - 10 minutes

Show the weather flash cards to the class and say what each one is. Have the class repeat each word after you.

Ełchon.
Ełyoth.
Edlee khoolan.

7C

Khunadhdheł.
Khudeetr'ey.
K'uth khoolan.

Tell the students what the weather is like today. However, use a different word than the word you used yesterday or the day before. For example, if it was snowing yesterday and you taught them *eł yoth*, pick a different flash card even though it may still be snowing. For example:

Degu drana edlee khoolan.

Hold up the flash card (if there is one) corresponding to the weather today and ask one of the students:

Ye'agu dokhoot'a?

If he or she cannot answer, say "What is the weather like?" If he or she still cannot answer, give the correct response. Ask each student in the classroom what the weather is like, using the same flash card for each student.

LESSON 35

Material: flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour); flash cards of boy eating, girl drinking water, and man drinking tea

1. **Review** - 5 minutes

Ask each student in the class the questions *Nedats'en' ne'oozra'?* and *Do'eent'a?* Also ask each one what your name is with the question *Nedats'en' se'oozra'?* Ask for names of other students in the classroom with the question *Nedats'en' be'oozra'?*

2. **Eating and Drinking** - 10 minutes

Hold up the picture of the boy eating and ask:

Dot'an?
(Answer: *Ch'e'oł.*)

Hold the picture of the boy eating in your left hand and with your right hand hold up the picture of the meat. Tell the class *Nelanee oł* twice and have them repeat it after you. Ask the class:

Deya oł?
(Answer: *Nelanee oł.*)

Hold up the picture of the fish and say:

Deya oł?
(Answer: *Łook'a oł.*)

Hold up the picture of the dried fish in your right hand (still holding the picture of the boy eating with your left) and ask:

Deya oł?
(Answer: *Dhegunee oł.*)

Hold up the picture of the mush and ask:

Deya oł?
(Answer: *Nedludee oł.*)

Hold up the picture of the berries and ask:

Deya oł?
(Answer: *Jega oł.*)

Hold up the picture of the bread and ask:

Deya oł?
(Answer: *Soochanee oł.*)

Hold up the picture of the girl drinking water and ask:

Dot'an?
(Answer: *Ch'edenoon.*)

Tell the class:

Too denoon.

Ask them:

Deya denoon?
(Answer: *Too denoon.*)

Hold up the picture of the man drinking tea and ask:

Dot'an?
(Answer: *Ch'edenoon.*)

Tell the class:

Tsayee denoon.

Ask them:

Deya denoon?
(Answer: *Tsayee denoon*)

3. **Weather** - 10 minutes

Show the weather flash cards to the class and say what each one illustrates. Have the class repeat each word after you.

Ełchon.
Ełyoth.
Edlee khoolan.
Khunadhdheł.

Khudeetr'ey.
K'uth khoolan.

Tell the students what the weather is like today. However, use a different word than the word you used yesterday or the day before. For example, if it was cold yesterday and you taught them *edlee khoolan*, pick a different flash card even though it may still be cold. For example:

Degu drana khudeezroon.

Hold up the flash card (if there is one) corresponding to the weather today and ask one of the students:

Ye'agu dokhoot'a?

If he or she cannot answer, say "What is the weather like?" If he or she still cannot answer, give the correct response. Ask each student in the classroom what the weather is like, using the same flash card for each student.

Unit 6
BODY PARTS

LESSON 36

1. Review - 5 minutes

Ask each student in the class the following questions:

Nedats'en' ne'oozra'?
Do'eent'a?
Degu drana dokhoot'a?

Each student should give a different answer for the last two questions than the student before them gave.

2. Body Parts - 10 minutes

Teach the class the names for the parts of the body by pointing to each one on yourself and saying the word for it:

Jo lo setthee'.
Jo lo selo'.
Jo lo sedzegha'.
Jo lo seka'.

Repeat each word, having the students to point to the part on themselves. Say:

Jo lo setthee'. (*or* sedzegha', selo'...)
Netthee' nedee?

When everyone is pointing to the correct part, ask them what they are pointing to by saying:

Deyado?

Have the class answer:

Jo lo setthee'. (*or* seka', selo'...)

Repeat with the other body parts.

Jo lo selo'.
Jo lo sedzegha'.
Jo lo seka'.

3. **Washing** - 10 minutes

Pretend that you are washing your hands and say:

Selo' eto'eslakh.

Ask the class to pretend that they are washing their hands and have them say as a group:

Selo' eto'eslakh.

Ask one of the students to "wash his/her hands":

Nelo' eto'eelakh.

While he or she is pretending to wash, ask:

Do'eet'an?

Help him or her to answer:

Selo' eto'eslakh.

Repeat this exercise with each student in the class.

LESSON 37

Material: body part flash cards: one showing a girl's face, the other showing the whole body

1. **Review** - 5 minutes

Ask each student the following questions:

Nedats'en' ne'oozra'?
Do'eent'a?
Degu drana dokhoot'a?

Each student should give a different answer for the last two questions than the student before them gave.

2. **Flash cards** - 10 minutes

Hold up the two flash cards showing body parts and give the girl a name. For example say:

Jo lo Ruth.
Ruth be'oozra'.

Ask one of the students:

Nedats'en' be'oozra'?
(The student should answer "Ruth be'oozra'.")

Next ask the student to find the body parts which they learned yesterday and point to them on one of the pictures:

Betthee' nedee?
Bedzegha' nedee?
Belo' nedee?
Beka' nedee?

If the student cannot answer, help by saying in English "Where is her head?" Repeat this process with each student in the class.

3. **Body Parts** - 10 minutes

Teach the class the names for the parts of the body by pointing to each one on yourself and saying the word for it:

Jo lo settheegho'.
Jo lo senan'.
Jo lo sentseey.

Repeat each word, having the students to point to the part on themselves. Say:

Jo lo settheegho'. (*or* sedzegha', senan'...)
Nettheegho' nedee?

When everyone is pointing to the correct part, ask them what they are pointing to by saying:

Deyado?

Have the class answer:

Jo lo settheegho'. (*or* sentseey, senan'...)

Repeat with the other body parts.

Jo lo senan'.
Jo lo sedzegha'.
Jo lo sentseey.

LESSON 38

Material: body part flash cards: one showing a girl's face, the other showing the whole body; tic-tac-toe game for body parts: boards, cards, and beans or chips

1. **Flash cards** - 10 minutes

Hold up the two flash cards showing body parts and give the girl a name. For example say:

Jo lo Ruth.
Ruth be'oozra'.

Ask one of the students:

Nedats'en' be'oozra'?
(The student should answer *"Ruth be'oozra'."*)

Next ask the student to find the body parts which they learned and point to them on one of the pictures:

Betthee' nedee?
Bedzegha' nedee?
Belo' nedee?
Baka' nedee?
Bettheegho' nedee?
Benan' nedee?
Bentseey nedee?

If the student cannot answer, help by saying in English "Where is her head?" Repeat this process with each student in the class.

2. **Body Parts** - 10 minutes

Teach the class the names for the parts of the body by pointing to each one on yourself and saying the word for it:

Jo lo sedroda'.
Jo lo segona'.
Jo lo sedhot.

After you have said each word, start over, but this time ask the students to point to the part on themselves. Say:

Jo lo sedroda'.
Nedroda' nedee?

When everyone is pointing to the correct part, ask them what they are pointing to by saying:

Deyado?

Have the class answer:

Jo lo sedroda'.

Repeat with *segona'* and *sedhot*:

Jo lo segona'.
Negona' nedee?

3. **Tic-Tac-Toe** - 5 minutes

Play the body-part tic-tac-toe game.

LESSON 39

Material: body part flash cards: one showing a girl's face, the other showing the whole body

1. **Flash cards** - 10 minutes

Hold up the two flash cards showing body parts and give the girl a name. For example say:

Jo lo Ruth.
Ruth be'oozra'.

Ask one of the students:

Nedats'en' be'oozra'?
(The student should answer "Ruth be'oozra'.")

Next ask the student to find the body parts which they learned and have them point to those parts on one of the pictures:

Betthee' nedee?
Bedzegha' nedee?
Belo' nedee?
Beka' nedee?
Bettheegho' nedee?
Benan' nedee?
Bentseey nedee?
Begona' nedee?
Bedhot nedee?
Bedroda' nedee?

If the student cannot answer, help by saying in English "Where is her head?" Repeat this process with each student in the class.

2. **Netthee' Nedee?** - 10 minutes

Have the students all stand up and tell them to point to the correct body part when you ask where it is. You ask them by saying the body part and then *"nedee."*

Netthee' nedee?
Nettheegho' nedee?
Nelo' nedee?
Negona' nedee?
Ninan' nedee?
Neka' nedee?
Nentseey nedee?
Nedzegha' nedee?
Nedhot nedee?
Nedroda' nedee?

If any student points to the wrong body part, that student has to sit down. Keep playing until all the students are sitting down or they are getting everything correct. The last student to remain standing is the winner.

The winner stands up in front of the class and asks the questions. If the game has no winner, choose someone to ask the questions. You may have to help the student by whispering to him or her the words for some body parts. After he or she finishes, someone new asks the questions.

After you and the class have reached the point where you can play this game smoothly, have them point sometimes to something on yourself:

Neka' nedee?
Nelo' nedee?
Setthee' nedee? *(pointing to your own head)*

Anyone who points to his or her own head is out.

3. **Review** - 5 minutes

Ask each student in the class the following questions:

Nedats'en' ne'oozra'?
Do'eent'a?
Degu drana dokhoot'a?

Each student should give a different answer for the last two questions than the student before them.

LESSON 40

Material: tic-tac-toe games for body parts

1. **Tic-Tac-Toe** - 5 minutes

Play the body-part tic-tac-toe game.

2. **Netthee' Nedee?** - 10 minutes

Have the students all stand up and tell them to point to the correct body part when you ask where it is. You ask them by saying the body part and then "*nedee.*"

Netthee' nedee?
Nettheegho' nedee?
Nelo' nedee?
Negona' nedee?
Nenan' nedee?
Naka' nedee?
Nentseey nedee?
Nedzegha' nedee?
Nedhot nedee?
Nedroda' nedee?

If any student points to the wrong body part, that student has to sit down. Keep playing until all the students are sitting down or are getting everything correct. The last student to remain standing is the winner.

The winner then gets to stand up in front of the class and ask the questions. If the game has no winner, then you choose someone to ask. You may have to help the student by whispering to him or her the words for some body parts. After he or she finishes, someone new asks the questions. Repeat the game until you run out of time or the class gets tired of it.

After you and the class have reached the point where you can play this game smoothly, have them point sometimes to something on yourself:

Naka' nedee?
Nelo' nedee?
Setthee' nedee? (*pointing to your own head)*

Anyone who points to his or her own head is out.

3. **Washing** - 5 minutes

Pretend that you are washing your hands and say:

Selo' eto'eslakh.

Ask the class to pretend that they are washing their hands and have them say as a group:

Selo' eto'eslakh.

Ask one of the students to wash his or her hands:

Nelo' eto'eelakh.

While he or she is pretending to wash, ask:

Do'eet'an?

Help him or her to answer:

Selo' eto'eslakh.

Repeat this exercise with each student in the class.

Unit 7
DOGS AND SLEDS

LESSON 41

Material: flash cards of a dog, a sled, and a puppy

1. **Review** - 5 minutes

Ask each student in the class the following questions:

Nedats'en' ne'oozra'?
Do'eent'a?
Degu drana dokhoot'a?

Each student should give a different answer for the last two questions than the student before them.

2. **Dogs** - 10 minutes

Hold up the flash card of the dog and say:

Jo lo ɬeega.

Have the class repeat the word *ɬeega* after you. Ask one of the students:

Deyado jonee?

If he or she does not answer, say "What is this?" Say *ɬeega* again until he or she can answer. Ask *Deyado jonee?* of each student in the classroom and have them answer *ɬeega.* Hold up the flash card of the puppy and say:

Jo lo ɬeegoya.

Have them say the word *ɬeegoya* after you. Ask each one of the students:

Deyado jonee?

Have them answer *ɬeegoya.* Hold up the picture of the sled and say:

Jo lo khutl.

Have the class repeat the word *khutl* after you. Ask each one of the students:

Deyado jonee?

Have them each answer *khutl.*

3. **Story** - 10 minutes

Tell a story about dogs to the class. Have them repeat each Athabaskan line after you.

LESSON 42

Material: flash cards of a dog, a sled, and a puppy

1. **Review** - 5 minutes

Ask each student in the class the following questions:

Nedats'en' ne'oozra'?
Do'eent'a?
Degu drana dokhoot'a?

Each student should give a different answer for the last two questions than the student before them gave.

2. Dogs - 5 minutes

Show the three flash cards to the class and ask for each one:

Deyado jonee?

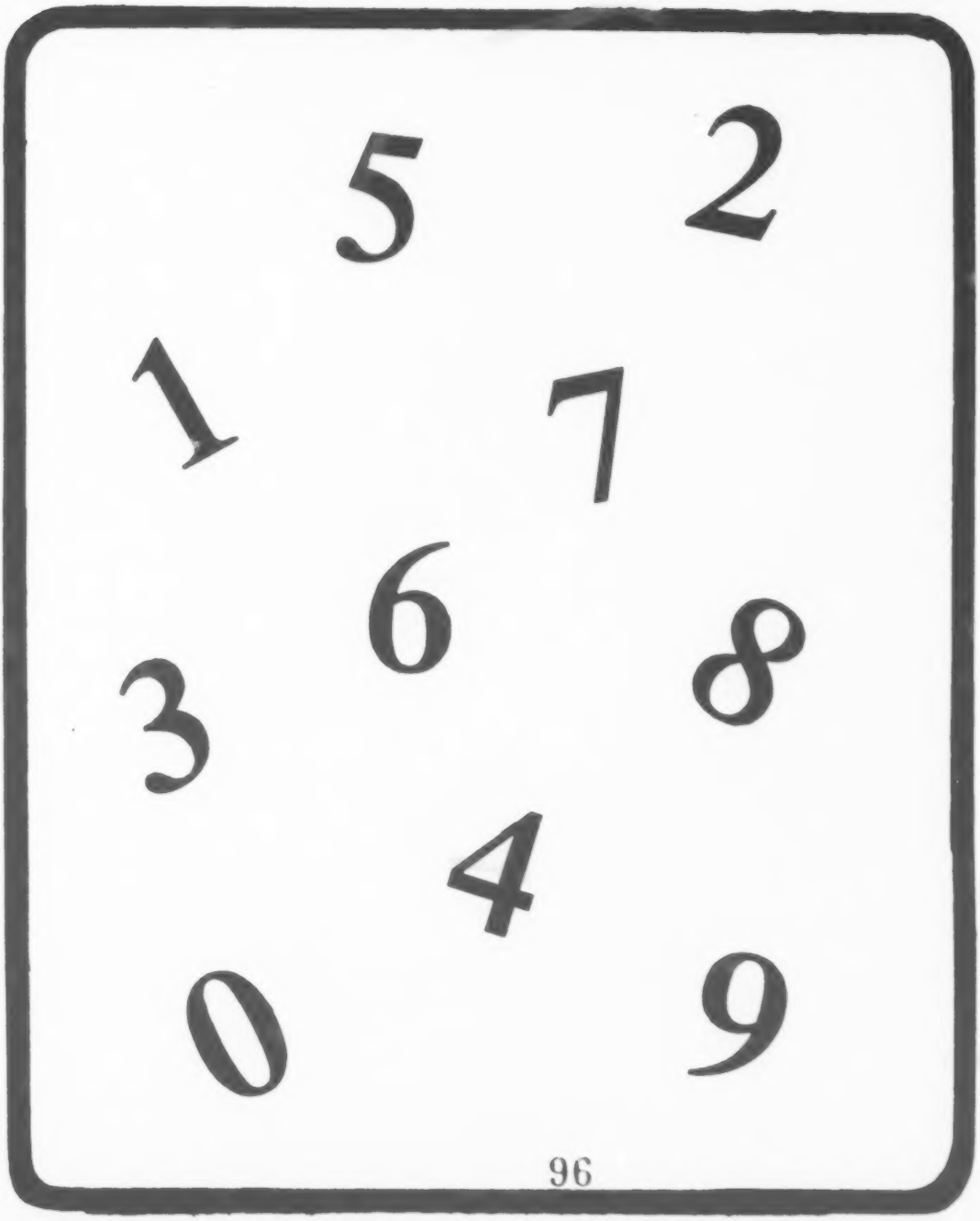
Next show all three cards to individual students and ask

Deyado jonee?

3. **Story** - 8 minutes

Tell a story about a dog or dogs to the class again. Have them repeat each Athabaskan line after you.

Unit 8
NUMBERS



LESSON 43

1. Review - 5 minutes

Ask each student in the class the following questions:

Nidaats'a ne'oozra'?
Do'eent'aa?
Doogh dzaanh dohoot'aa?

Each student should give a different answer for the last two questions than the student before them.

2. Numbers - 10 minutes

Count to five in Dinaakk'a for the class, holding up your fingers as you count. Count again, this time pausing after each number and have the class repeat the number as a group. Next have the class count with you, saying each word as you say it. Repeat this until you feel that the class is comfortable counting.

Next ask each student to count to five by himself or herself. Help anyone who needs it.

3. Netthee' Nedee? - 10 minutes

Play *Netthee' nedee'?* with the class again. The instructions are given below in case you do not remember them.

Have the students all stand up and tell them to point to the correct body part when you ask where it is. You ask them by saying the body part and then "nedee."

Netthee' nedee?
Nettheegho' nedee?
Nelo' nedee?
Negona' nedee?
Nenan' nedee?
Neka' nedee?
Nentseey nedee?
Nedzegha' nedee?
Nedhot nedee?
Nedroda' nedee?

If any student points to the wrong body part, that student has to sit down. Keep playing until all the students are sitting down or are getting everything correct. The last student who remains standing is the winner.

The winner stands up in front of the class and ask the questions. If the game has no winner, choose someone to ask. You may have to help the student by whispering to him or her the words for some body parts. After he or she finishes, someone new asks the questions.

After you and the class have reached the point where you can play this game smoothly, have them point sometimes to something on yourself:

Neka' nedee?
Nelo' nedee?
Setthee' nedee? *(Point to your own head.)*

Anyone who points to his or her own head is out.

LESSON 44

Material: flash cards of one dog, two moose, three birch trees, four hats, and five fish

1. Review - 5 minutes

Ask each student in the class the following questions:

Nedats'en' ne'oozra'?
Do'eent'a?
Degu drana dokhoot'a?

Each student should give a different answer for the last two questions than the preceeding student gave.

2. Numbers - 10 minutes

Count to five again for the class. Again have them count with you a number of times. Ask each student to count to five by himself or herself.

3. How Many? - 10 minutes

Hold up the picture of the dog and ask:

Deyado jonee?

After someone answers *ɬeega*, ask one of the students how many dogs there are:

Ɬeega nedats'eneeka?

He or she probably will not know what you are asking for, so say "How many dogs are there?" The student should answer:

Ts'eeɬk'ee.

Ask the student to say:

Ɬeeka ts'eeɬk'ee.

Hold up the picture of the two moose and ask another student:

Deyado jonee?

The student should answer *deneejee.* Ask how many moose there are:

Deneejee nedats'eneeka?

The student should say:

Deneejee noteek'a.

If he or she does not answer, count the moose for them *(ts'eełk'ee noteek'a)* and ask *Nedats'eneeka?* again.

Hold up the picture of the three trees and say:

Jo lo k'eey.

Ask another student:

K'eey nedats'eneeka?
(Answer: K'eey tok'ee.)

Repeat this process using the other pictures.

Ts'ekh nedats'eneeka?
(Ts'ekh dengee.)

Łook'a nedats'eneeka?
(Łook'a ołts'enayee.)

Start again with the picture of the one dog and ask another student *łeeka nedats'eneeka*? Continue until all the students have answered.

LESSON 45

Material: flash cards of 1 dog, 2 moose, 3 birch trees, 4 hats, and 5 fish

1. Numbers - 5 minutes

Count to five again for the class. Have them count with you a number of times. Ask each student to count to five by himself or herself.

2. How Many? - 10 minutes

Hold up the picture of the dog and ask:

Deyado jonee?

After someone answers *łeega*, ask one of the students how many dogs there are:

Łeeka nedats'eneekaa?

He or she probably will not know what you are asking for, so say "How many dogs are there?" The student should answer:

Ts'eełk'ee.

Ask the student to say:

Łeeka ts'eełk'ee.

Repeat this process with each student in the class using the other pictures:

Deyado jonee?
Deneejee nedats'eneeka?
(Deneejee noteek'a.)

Deyado jonee?
K'eey nedats'eneeka?
(K'eey tok'ee.)

Deyado jonee?
Ts'ekh nedats'eneeka?
(Ts'ekh dengee.)

Deyado jonee?
Łook'a nedats'eneeka?
(Łook'a ots'enayee.)

3. Numbers 6-10 - 10 minutes

Count from six to ten in Dinaakk'a for the class, holding up your fingers as you count. Count again, this time pausing after each number, and have the class repeat the number as a group. Next have the class count with you, saying each word as you say it. Repeat this until you feel that the class is comfortable counting.

Next ask each student to count from six to ten by himself or herself. Help anyone who needs it.

Below is a list of the numbers from six to ten.

6	neełk'atok'ee
7	khunts'aghayee
8	neełk'adengee
9	ts'eełk'ebeghukulayee
10	ts'eełghudadhtonee

LESSON 46

Material: flash cards of one dog, two moose, three birch trees, four hats, and five fish; tic-tac-toe game for numbers

1. Review - 5 minutes

Ask each student in the class the following questions:

Nedats'en' ne'oozra'?
Do'eent'a?
Degu drana dokhoot'a?

Each student should give a different answer for the last two questions than the student before them gave.

2. Numbers - 10 minutes

Count to ten for the class. Again have them count with you a number of times. Ask each student to count to ten by himself or herself.

3. Tic-Tac-Toe - 10 minutes

Play tic-tac-toe using the set for numbers.

Unit 9
THE VILLAGE

LESSON 47

Material: flash cards of one dog, two moose, three trees, four hats, and five fish; flash card of a village

1. Review - How Many? - 10 minutes

Count to ten with the class. Have them count with you again a number of times. Ask each student to count to ten by himself or herself.

Hold up the picture of the dog and ask:

Deyado jonee?

After someone answers *łeega*, ask one of the students how many dogs there are:

Łeeka nedats'eneeka?

He or she probably will not know what you are asking for, so say "How many dogs are there?" The student should answer:

Ts'eełk'ee.

Ask the student to say:

Łeega ts'eełk'ee.

Repeat this process with each student in the class using the other pictures:

Deyado jonee?
Deneejee nedats'eneeka?
(Deneejee noteek'a.)

Deyado jonee?
K'eey nedats'eneeka?
(K'eey tok'ee.)

Deyado jonee?
Ts'ekh nedats'eneeka?
(Ts'ekh dengee.)

Deyado jonee?
Łook'a nedats'eneeka?
(Łook'a ołts'enaayee.)

2. The Village - 10 minutes

Hold up the flash card of a village and say:

Jo lo kayekh.

Have the class repeat *kayekh* after you and then ask each one of them:

Deyado jonee?

Each student should answer *kayekh* or *eey lo kayekh.*

Next, say the Athabaskan name of the local village.

Men-tee tr'edadletth'ee.

Have the class as a whole say the sentence above. Ask each student:

Nedan tr'edadletth'ee?

If he or she cannot answer, say "Where do we live? What village?" Help him or her to answer:

Men-tee tr'edadletth'ee.

Ask each student again *Nedan tr'edadletth'ee?*

3. Conversational Review - 5 minutes

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?

LESSON 48

Material: flash card of a village

1. Review - 5 minutes

Count to ten with the class. Have them count with you again a number of times. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?

2. The Village - 10 minutes

Hold up the flash card of a village and say:

Jo lo kayekh.

Have the class repeat {kayekh after you and then ask each one of them:

Deyado jonee?

Each student should answer *kayekh* or *eey lo kayekh.* Next, say the name of the local village in Denakenaga'.

Men-tee tr'edadletth'ee.

Have the class as a whole say the sentence above. Ask each student:

Nedan tr'edadletth'ee?

If he or she cannot answer, say "Where do we live? What village?" Help him or her to answer:

Men-tee tr'edadletth'ee.

3. Story - 10 minutes

Tell a story about something taking place in a village to the class, such as a boy making a trip to the store. Tell the story in Athabaskan and then in English.

LESSON 49

Material: flash card of a village

1. **Review** - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?

2. **The Village** - 10 minutes

Hold up the flash card of a village and ask:

Deyado jonee?

Each student should answer *kkaayah* or *eey lo kkaayah.* Point to one of the the houses in the village and say:

Jo lo yekh.

Have the class repeat *yekh* after you. Ask each student in the classroom:

Deyado jonee?

The answer should be *yekh* or *eey lo yekh.*

Tell the class:

Yekh dhesdo.

Have them repeat the sentence after you. Next, ask each one of them:

Nedan dheedo?

They should answer *yekh dhesdo.*

3. Story - 10 minutes

Tell the story you told during the last lesson about something happening in a village.

LESSON 50

Material: flash card of a village

1. Review - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?

2. The Village - 10 minutes

Hold up the flash card of a village and ask:

Deyado jonee?

Each student should answer *kayekh* or *eey lo kayekh.* Point to one of the the houses in the village and say:

Jo lo yekh.

Have the class repeat *yekh* after you. Ask each student in the classroom:

Deyado jonee?

The answer should be *yekh* or *eey lo yekh.*
Tell the class:

Yekh dhesdo.

Have them repeat the sentence after you. Next, ask each one of them:

Nedan dheedo?

BEST COPY AVAILABLE

They should answer *yekh dhesdo.* If someone say says the name of their village, say:

Ehe', nedan chugut? (Yes, what else?)

3. Story - 5 minutes

Tell the story you told in the last two lessons.

4. Game - 5 minutes

Have the class play one of the tic-tac-toe games or the board game, *Nonathdlodee Nedee?*

Unit 10
COOKING

LESSON 51

Material: flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour; tic-tac-toe set (boards, cards, and chips)

1. Review - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?
Nedan dheedo?

2. Tic-Tac-Toe - 10 minutes

Get out the tic-tac-toe game boards the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Athabaskan name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

3. Food Review - 10 minutes

Hold up each of the food flash cards and have the class answer as a whole when you ask:

Deyado jonee?

Next ask *Deyado jonee?* of each student as you hold up a flash card.

Have individual students come up to you and take one of the cards by giving the following commands:

Onee'
Deyado jonee? (holding up a flash card)
Na'.
Dheedo.

When all the cards are passed out, ask for each card back with the following commands and questions:

Nelanee nedee? (*or* Too nedee?, Neldludee nedee?...)
(student should answer: Jo lo. *or* Jo lo nelanee.)
Onee'.
Nelanee neda'.
Basee'.
Dheedo.

LESSON 52

Material: flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour)

1. **Review** - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?
Nedan dheedo?

2. **Food Review** - 10 minutes

Hold up each of the food flash cards and have the class answer as a whole when you ask:

Deyado jonee?

Next ask *Deyado jonee?* of each student as you hold up a flash card.

Have individual students come up to you and take one of the cards by giving the following commands:

Onee'
Deyado jonee? (holding up a flash card)
Na'.
Dheedo.

When all the cards are passed out, ask for each card back with the following commands and questions:

Nelanee nedee? (*or* Too nedee?, Neldludee nedee?...)
(student should answer: Jo lo. *or* Jo lo nelanee.)
Onee'.

Nelanee neda'.
Basee'.
Dheedo.

3. Food Guessing Game - 10 minutes

Object: to guess which food the person who is "it" has

The teacher is the first one to be "it." He or she chooses a card with a particular type of food on it, not letting the others see what it is. A student tells the teacher that he or she wants a particular type of food. If it is the wrong one, the teacher says so. if it is the right one, the student wins and is "it." The dialogue below should take place. The teacher should help the students learn the dialogue by playing the game enough times so that the students can play without having to be told what to say.

It: Deentseenee'?
'Are you hungry?'

Student: Ehe', destseen'.
'Yes, I am hungry.'

It: Deya k'at?
'What do you want?'

Student: Beejee (or łookk'a, nelanee, neldludee, soochanee, jega, todheł, sakhela) k'at.
'I want flour (fish, meat, mush, bread, berries, soup, sugar).'

It: (if wrong) Beejee (łookk'a, nelanee...) kula.
'There is no_____.'

(if right) Ehe'. Na'.
'Yes. Take it.'

After a student has guessed the correct food, then he or she is "it" and can pick a card and play the game with another student.

LESSON 53

Material: flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour); a frying pan; tic-tac-toe set for food words

1. Review - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?
Nedan dheedo?

2. Cooking Food - 10 minutes

Hold up the picture of meat and ask the class:

Deyado jonee?

Put the flash card in a frying pan and pretend you are cooking it. Tell the class:

Nelanee etlt'ath.

Ask one of the students to come to you *(Onee')* and give him or her the frying pan and the picture of the meat *(Na')*. Tell the student to fry the meat, *Nelanee eeɬt'ath.* While the student is frying the meat, ask:

Do'eet'an?

He or she should answer:

Nelanee etlt'ath.

Repeat this process so that each student in the classroom has a chance to come up and fry the meat.

3. Tic-Tac-Toe - 10 minutes

Get out the tic-tac-toe game boards the corresponding cards. Give a board to each student. Shuffle the cards and start drawing them. As you draw a card, say the Athabaskan name which corresponds to the picture on it. Students should recognize the word and put a bean or chip on the correct picture. The first student to fill three squares in a row (up, down, or diagonal) wins.

LESSON 54

Material: flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour); a frying pan; a saucepan

1. Review - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?
Nedan dheedo?

2. Cooking Food - 10 minutes

Hold up the picture of fish and ask the class:

Deyado jonee?

Put the flash card in a frying pan and pretend you are cooking it. Tell the class:

Łook'a etlt'ath.

Ask one of the students to come to you *(Onee')* and give him or her the frying pan and the picture of the fish *(Na')*. Tell the student to fry the fish, *Łook'a eełt'ath.* While the student is frying the fish, ask:

Do'eet'an?

He or she should answer:

Łook'a etlt'ath.

Repeat this process so that each student in the classroom has a chance to come up and fry the fish.

3. Boiling Food - 10 minutes

Hold up the picture of the mush and ask:

Deyado jonee?

Put the picture of the mush in the saucepan (if it will not fit, pretend to pour it in) and then pretend to cook it saying:

Neldludee etlbatr.

Have the class repeat *Neldludee etlbatr* after you. Ask each student to come up to the front of the class *(Onee')* and give the saucepan and the mush to him or her *(Na')*. Ask the student to boil the mush *(Neldludee eełbatr)*. While the student is boiling the mush, ask:

Do'eet'an?

The student should answer:

Neldludee etlt'ath.

Repeat the process with each student in the class so that each one has had a chance to boil the mush.

LESSON 55

Material: flash cards of food (fish, meat, mush, dried fish, bread, broth, water, tea, berries, a bone, sugar, flour); a frying pan; a saucepan

1. Review - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?
Nedan dheedo?

2. Boiling Food - 10 minutes

Hold up the picture of the berries and ask:

Deyado jonee?

Put the picture of the berries in the saucepan (if it will not fit, pretend to pour it in) and then pretend to cook it saying:

Jega etlbatr.

Have the class repeat *Jega etlbatr* after you. Ask each student to come up to the front of the class *(Onee')* and give the saucepan and the berries to him or her *(Na')*. Ask the student to boil the berries *(Jega eełbatr)*. While the student is boiling the berries, ask:

Do'eet'an?

The student should answer:

Jega etlt'ath.

Repeat the process with each student in the class so that each one has had a chance to boil the berries.

3. Cooking Food - 10 minutes

Take all the food pictures and the pans and put them on a desk in front of the class. Ask a student to come up to the front of the class and have him or her boil the meat.

Onee'.
Nelanee eełbatr.
(Student should select saucepan and the picture of meat and pretent to boil the meat.)
Do'eet'an?
(Student should say *Nelanee etlbatr.*)

Repeat this process with all the other students in the class, combining the food words and cooking words in various ways. Below are some of the commands you could give:

Dhegunee eełbatr.
Tth'en eełbatr.
Neldludee eełbatr.
Łook'a eełt'ath.
Nelanee eełt'ath.
Nelanee eełbatr.

Unit 11
SITTING, STANDING, AND LYING DOWN

LESSON 56

Material: flash cards of a man sitting, a rabbit sitting, and a dog sitting

1. Review - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?
Nedan dheedo?

2. Sitting and Standing Review - 10 minutes

Tell one student to stand up by saying:

Ne'eendhet.

Ask him or her to sit down again:

Dheedo.

Give these two directions to each student in the class.

Have a student give the two commands to the others and to you. Let each student have a turn at giving the directions (*Dheedo* and *Ne'eendhet*).

3. Sitting - 10 minutes

Hold up the picture of the man sitting and ask:

Deyado jonee?

The class should answer:

Eey lo dena.

Say:

Dena dheedo.

Have the class repeat *Dena dheedo* after you several times. Ask one of the students:

Dot'an?

He or she should answer:

Dheedo. (*or* Dena dheedo.)

Ask the other students *Dot'an?*. Next hold up the picture of the dog sitting and ask:

Deyado jonee?

The class should answer:

Eey lo ɬeega.

Say *ɬeega dheedo* and have the class repeat after you. Ask one of the students:

Dot'an?

He or she should answer:

Dheedo (*or* Ɬeega dheedo.)

Do the same with the picture of the rabbit sitting:

Deyado jonee?
(Eey lo gukh.)
Gukh dheedo.
Dot'an?
(Gukh dheedo.)

LESSON 57

Material: flash cards of a man sitting, a rabbit sitting, and, a dog sitting; flash cards of a woman standing, a dog standing, a moose standing, and a caribou standing

1. Review - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?
Nedan dheedo?

Give the following directions to each student:

Dheedo.
Ne'eendhet.

2. Sitting - 10 minutes

Hold up the picture of the man sitting and ask:

Deyado jonee?
(Eey lo dena.)
Dena dhedo.
Dot'an?
(Dena dhedo.)

Hold up the picture of the dog sitting and ask each student the following:

Deyado jonee?
(Eey lo łeega.)
Łeega dhedo.
Dot'an?
(Łeega dhedo.)

Do the same with the picture of the rabbit sitting:

Deyado jonee?
(Eey lo gukh.)
Gukh dhedo.
Dot'an?
(Gukh dhedo.)

3. **Standing** - 10 minutes

Hold up the picture of the woman standing and say:

Jo lo tr'akha.

Have the class repeat *tr'akha* after you. Ask each student:

Deyado jonee?

He or she should answer:

Eey lo tr'akha.

Say:

Tr'akha nedhet.

and have the class repeat after you. Next ask each student:

Dot'an.

The answer should be *Tr'akha nedhet.*

Hold up the picture of the dog standing and go through the same process:

Deyado jonee?
Eey lo łeega.
Łeega nedhet.
Dot'an?
Łeega nedhet.

Do the same with the pictures of the moose and caribou standing:

Deyado jonee?
Eey lo bedzey (*or* deneejee).
Bedzey (*or* deneejee) nedhet.
Dot'an?
Bedzey (*or* deneejee) nedhet.

LESSON 58

Material: flash cards of a man sitting, a rabbit sitting, and a dog sitting; flash cards of a woman standing, a dog standing, a moose standing, and a caribou standing; flash cards of a boy lying down, a dog lying down, and a caribou lying down

1. **Review** - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?
Nedan dheedo?

Give the following directions to each student:

Dheedo.
Ne'eendhet.

2. **Sitting and Standing** - 10 minutes

Hold up all of the pictures of someone or something sitting or standing and ask:

Dot'an?

Answers:

Dena dhedo.
Tr'akha nedhet.
Gukh dhedo.
Łeega dhedo.
Łeega nedhet.
Bedzey nedhet.
Deneegee nedhet.

Use three or four different pictures for each student.

3. Lying Down - 10 minutes

Hold up the picture of the boy lying down and say:

Jo lo cheela.

Have the class repeat *cheela* after you and then ask each student:

Deyado jonee?

Each student should answer:

Eey lo cheela.

Say:

Cheela dhetan.

Have the class repeat *Cheela dhetan* after you several times and then ask one of the students:

Dot'an?

He or she should answer:

Cheela dhetan.

Ask each student *Dot'an?*

Hold up the picture of the dog lying down and go through the same process:

Deyado jonee?
Eey lo ɬeega.
Dot'an?
Ɬeega dhetan.

Do the same with the picture of the caribou lying down:

Deyado jonee?
Eey lo bedzey.
Dot'an?
Bedzey dhetan.

LESSON 59

Material: flash cards of a man sitting, a rabbit sitting, and a dog sitting; flash cards of a woman standing, a dog standing, a moose standing, and a caribou standing; flash cards of a boy lying down, a dog lying down, and a caribou lying down; flash cards of one woman and three women, one man and three men, one boy and three boys, one white man and three white men

1. Review - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'adadletth'ee?
Nedan dheedo?

Give the following directions to each student:

Dheedo.
Ne'eendhet.

2. Sitting and Standing and Lying Down - 10 minutes

Hold up all of the pictures of someone or something sitting, lying down or standing and ask:

Dot'an?

Answers:

Dena dhedo.
Tr'akha nedhet.
Cheela dhetan.
Gukh dhedo.
Łeega dhedo.
Łeega dhetan.
Łeega nedhet.
Bedzey nedhet.

Bedzey dhetan.
Deneegee nedhet.

Use three or four different pictures for each student.

3. Human plurals - 10 minutes

Hold up the picture of a woman with one hand and say:

Jo lo tr'akha.

Have the class repeat *tr'akha* after you. Next hold up the picture of the women and say:

Jo lo tr'akha ka.

Have the class repeat *tr'akha ka* after you. Say both words and have the class repeat both words after you:

Tr'akha.
Tr'akha ka.

Hold up one picture and then the other and have a student answer for both pictures:

Deyado jonee?

Have each student answer *Deyado jonee?* for each picture.

Repeat this process with the other pairs of pictures:

Dena/Dena ka.
Cheela/Cheela ka.
Gesek/Gesek ka.

LESSON 60

Material: flash cards of a man sitting, a rabbit sitting, and a dog sitting; flash cards of a woman standing, a dog standing, a moose standing, and a caribou standing; flash cards of a boy lying down, a dog lying down, and a caribou lying down; flash cards of one woman and three women, one man and three men, one boy and three boys, one white man and three white men; flash card of a group of children

1. **Review** - 5 minutes

Count to ten with the class. Have them count with you. Ask each student to count to ten by himself or herself.

Ask each student in the classroom the following questions:

Do'eent'a?
Nedats'en' ne'oozra'?
Degu drana dokhoot'a?
Nedan tr'edadletth'ee?
Nedan dheedo?

Give the following directions to each student:

Dheedo.
Ne'eendhet.

2. **Sitting and Standing and Lying Down** - 10 minutes

Hold up all of the pictures of someone or something sitting, lying down or standing and ask:

Dot'an?

Answers:

Dena dhedo.
Tr'akha nedhet.
Cheela dhetan.
Gukh dhedo.
Łeega dhedo.
Łeega dhetan.
Łeega nedhet.

Bedzey nedhet.
Bedzey dhetan.
Deneegee nedhet.

Use three or four different pictures for each student.

3. Human plurals - 10 minutes

Hold up the picture of the group of children and say:

Jo lo tr'eneena.

Have the class repeat *tr'eneena* after you. Ask one of the students:

Deyado jonee?

Ask each student the same question.

Ask each student *Deyado jonee?* for the singular/plural pairs:

Tr'akha/Tr'akha ka.
Dena/Dena ka.
Cheela/Cheela ka.
Gesek/Gesek ka.

STORIES

Noonee Ch'eda'

The Poor Porcupine

Noonee ch'eda' lo jo bughu nokhtadhesjenegee.
I'm going to tell a story about a poor porcupine.

Denahon eena denaghu nokhukhulnek tee noonee ch'eda' ghu nokukholney.
Our mothers used to tell us this story about the poor porcupine.

Sronot khuts'e xodheł dee noonee ch'eda' eey k'u chandit'anee.
In the early spring, a porcupine was staying at home.

Eey k'u sana daghusna łonee.
He did not know what to do for the summer.

"Degu san neda k'u łon toghusyo'ee?" yeneedhin.
"Where should I go this summer?" he thought.

K'uda xutneelcheen' hu k'uda xadeeyo.
When it got warm, he left.

Ekhoo teghusyoł yeneedhena khoo k'u xadeeyo.
He did not know where he was going but he knew he had left.

Sana khugheedhet.
It had become summer.

Ts'e k'uda gheyoł, gheyoł.
He walked and walked.

Yeyeł k'uda k'u dechen kula khu k'uda khuk'a gheyo.
He came to a place where there were no sticks or trees.

Yeto'ola kula ts'e k'uda dakhoo deeyok.
He had nothing to eat.

K'uda deetseen'.
He was hungry.

Ts'e k'u "Deya łon ghus'olee?" yeneedhen.
He thought, "What can I eat?"

Ts'e k'u yek'u ts'etsan' tee nots'oodadedelthey. Nots'oodadedelthey.
He sniffed and sniffed in the grass.

K'uda łots'e deetseen' ts'e k'u k'uda tadhtrax.
He became so hungry that he started to cry.

Tabagha nedhet ts'e k'u tadhtrax yee eł choo dzen bughu neeneeban.
He was standing on the shore, crying, when a muskrat swam up to him.

Dzen bughu neeneeban.
A muskrat swam up to him.

"Deya ghu eetrex?" jo dzen deyełnee.
"Why are you crying?" the muskrat asked him.

"Jo esee nełdho khu ch'edhes'ola," nee eyege noonee.
"I haven't eaten for a long time," the porcupine replied.

"Jo ese k'uda k'at de'esdeyok ts'e baba k'at.
"I'm very hungry now and I want some food.

Yona k'u dechen k'u khoolan khu khuk'a de'est'a eekhoo een-de yonona' doghusnakh?
There are some willows across the river, but how can I get across?

K'a'esdebay ts'e ese kha'ał tr'esdeneega.
I don't know how to swim.

Sughu neetegheeney ts'e dexoot'a hee'?" eyege dzen ełnee.
Can you help me out?" he said to the muskrat.

"Nedats'e khu'a' nughu neeghasney?"
"How can I help you?"

"Nughu nechala' k'et yonona' noseeneełtaay," ge noonee yełnee.
"Take me across on your tail," the porcupine told him.

Eey k'u eyege dzen deyełnee:
The muskrat told him:

"Jo secha' eesee łots'e nets'aga.
"My tail is too skinny.

Bek'et de tegheedoł ts'e eesee de'eetht'a'aa."
You can't get on it."

Yets'e neech'o chal eet'on.
He showed him his tail.

"Nedan łon," yenadheet.
"Oh no," he thought.

Yech'o' khunodeedeban.
He swam away from him.

Dzen yech'o' khunadeedaban.
The muskrat swam away from him.

"Eygo nots'eedadedeltthey yonano' daghusnaghee," yeneedhen.
"How can I get over there?" he thought.

Yonona' khuk'at dee yonona' daghunakh.
He sure wanted to get across.

K'uda łedo khutdeet'a' khu tso' bughu neeneeban.
A long time after that, a beaver swam up to him.

Tso', "Deya ghu eetrex?" yiłnee.
The beaver asked him, "Why are you crying?"

"Kho' jo eesee łots'e baba k'at see dedadhesnak.
"I'm going to die without food.

Yonona' k'u k'uy' khoolanee netl-'an eeye ts'en' yonanan' daghusnak?
I see the willows over there, but how can I get across?

Yonona' khuk'at.
I want to get across.

Notesdebay ts'e eesee khe'ał tr'esdeneega.
I don't know how to swim.

Sughu neetegheeniy ts'e dexoot'a hee'?" tso' ełnee.
Can you help me?" he said to the beaver.

Eyege tso' deyełnee, "Nedats'e khe'ał nughu neetghusney?"
The beaver said, "How can I help you?"

"Nugh necha' k'et datghusyoł ts'e yonona' sa'ał notgheebał," yiłnee.
"I'll get on your tail and you can swim over with me," he said to it.

Ge tso' deyełnee:
The beaver said:

"Ttha ho'," yiłnee, "secha' k'et dadheeyoyo'," yełnee.
"Okay, get on my tail."

Ts'e k'u khoozroon ts'e k'u yecha' k'et dadheyo.
He got on his tail and it was pretty good.

"Ehe', tr'ala," jo noonee yiłnee.
"Yes, it's okay," the porcupine told him.

Yonona' ye'ał noneeban.
So he swam over with him.

Yonona' ye'ał ghebalee eł k'u eyege noonee tso' cha' k'et khudeełk'un'.
The beaver was swimming over with him and the porcupine started a fire on the beaver's tail.

K'u eyege tso' becha' deneelcheen'.
His tail got hot.

Ts'e k'u cha tathdegheł.
He slapped his tail.

K'u noonee ch'eda' yongu noghetdetlak.
The poor porcupine was thrown onto the bank.

Eyego khulaa eyege tso' deya yegu oodhatltth'on tee khucha oolghał.
That is why beavers slap their tails when they hear a noise.

Dats'e khughoda' lo kheyełnee jo khuk'a lo bughu notr'ekhulneey, eyege noonee ch'eda'.
That is the end of the story about the poor porcupine.

Eyega' khughu lo san tee noonee łots'e neghadegun khedee.
That is why the porcupine is skinny in the summer.

Dats'e khudoda'.
That is why.

Dot'an?

What is he doing?

Dot'an?	What is he doing?
Tr'aneedhit.	He woke up.
Dege'daneeɬneek.	He got up.
Detolyakh.	He is washing.
Nodetl'oo.	He is getting dressed.
Noch'edon.(*or* Ch'e'oɬ.)	He is eating.
Too denoon.	He is drinking water.
Teetadhyo.	He is going outside.
Yoyeet yedegheeɬninh.	He threw it.
Neekhoonaɬghon'.	He is playing.
Ghelguy.	He is running.
Yitith gheltlit.	He jumped over it.
Gheyoɬ.	He is walking.
Hogheyoɬ.	He is walking uphill.
Ttheedeegheyoɬ.	He is walking downhill.
Ghebaɬ.	He is swimming.
Natatheyo.	He is going home.
Danatatheyo.	He is going inside.
Tenadhtan.	He is going to bed.
Khabeɬ yegheeɬtan.	He went to sleep.

Ch'ookayekh
The Store

Page 1	
Jo lo sakhelee.	Here is the sugar.
Sakhelee k'adee'?	Do you want some sugar?
Ehe', sakhelee k'at.	Yes, I want sugar.
Page 2	
Nedats'e khuk'a etlton?	How much does it cost?
Sixty-five cents a pound khuk'a etlton.	It costs sixty-five cents a pound.
Dagheeɬchoghee k'at?	How much do you want?
Page 3	
Jo ten pounds ootghesney.	I would like ten pounds.
Nedats'e khuk'a etlton?	How much does that cost?
$6.50 khuk'a etlton.	It costs $6.50.
(neeɬk'atok'ee khu 50 cents bek'edee)	
Page 4	
Nughu teneɬ yeet eeɬteey.	Put it in the box.
Page 5	
Jo lo tth'oo'.	Here is the milk.
Tth'oo' k'adee'?	Do you want some milk?
Ehe', tth'oo' k'at.	Yes, I would like some milk.
Page 6	
Nedats'e khuk'a jo ts'eeɬk'ee?	How much do they cost apiece?
Seventy-four cents khuk'a dadh'on.	They cost seventy-four cents apiece.
Dagheeɬchoghee k'at?	How many do you want?
Page 7	
Oɬts'enayee k'at.	I would like five.
Nedats'e khuk'a detthekts'en'?	How much do they cost altogether?
$3.70 khuk'a dadh'on.	They cost $3.70.
Page 8	
Nughu teneɬ yeet deneela.	Put them in the box.
Page 9	
Jo lo gohey.	Here is the coffee.
Gohey k'adee'?	Would you like some coffee?
Ehe', gohey k'at.	Yes, I would like some coffee.

Page 10	
Nedats'e khuk'a dadh'on?	How much does it cost?
$3.00 a pound khuk'a dadh'on.	It costs $3.00 a pound.
Dagheełchoghee k'at?	How much do you want?
Page 11	
Two pounds k'at.	I would like two pounds.
Nedats'e khuk'a khuk'a dadh'on?	How much does that cost?
$6.50 khuk'a dadh'on.	That costs $6.50.
Page 12	
Nughu teneł yeet eełteey.	Put it in the box.
Page 13	
Jo lo beejee.	Here is the flour.
Beejee k'at?	Would you like some flour?
Ehe', beejee k'at.	Yes, I would like some flour.
Page 14	
Nedats'e khuk'a etlton?	How much does it cost?
Thirty-six cents a pound khuk'a etlton.	It costs thirty-six cents a pound.
Dagheełchoghee k'at?	How much do you want?
Page 15	
Twenty pounds k'at.	I would like twenty pounds.
Nedats'e khuk'a etlton?	How much does that cost?
$7.20 khuk'a etlton.	It costs $7.20.
Page 16	
Teneł yeet eełteey.	Put it in the box.
Page 17	
Jo lo gasr.	Here is the gasoline.
Gasr k'adee'?	Would you like some gasoline?
Ehe', gasr k'at.	Yes, I would like some gasoline.
Page 18	
Nedats'e khuk'a dadh'on?	How much does it cost?
$1.60 a gallon khuk'a dadh'on.	It costs $1.60 a gallon.
Dagheełchoghee k'at?	How much would you like?
Page 19	
Can ts'eełk'ee k'at.	I would like one can. [five gallons]
Nedats'e khuk'a dadh'on?	How much does that cost?
$8.00 dadh'on.	That costs $8.00.

Page 20	
Nughu teneł k'edha needaanee'oy.	Put it next to the box.
Page 21	
Jo lo beelee.	Here is the soap.
Beelee k'adee'?	Would you like some soap?
Ehe', beelee k'at.	Yes, I would like some soap.
Page 22	
Nedats'e khuk'a jo ts'eełk'ee?	How much apiece?
Ts'eełk'ee eighty-nine cents k'a dadh'on.	They cost eighty-nine cents apiece.
Dagheełchoghee k'at?	How many would you like?
Page 23	
Tok'ee k'at.	I would like three.
Nedats'e khuk'a jo tok'ee?	How much do three cost?
$2.67 khuk'a dadh'on.	They cost $2.67.
Page 24	
Nughu teneł yeet deelaa.	Put them in the box.
Page 25	
Jo lo dadhgunee.	Here are the crackers.
Dadhgunee k'adee'?	Would you like some crackers?
Ehe', dadhgunee k'at.	Yes, I would like some crackers.
Page 26	
Nedats'e khuk'a dadhton?	How much do they cost?
Ts'eełk'a noteek'a khu 50 bek'edee k'a dadhton.	They cost $2.50 a box.
Dagheełchoghee k'at?	How many would you like?
Page 27	
Noteek'a k'at.	I would like two.
Nedats'e khuk'a dadhton?	How much does that cost?
$5.00 khuk'a dadhton.	It costs $5.00.
Page 28	
Teneł yeet khoolaa.	Put them in the box.
Page 29	
Jo lo ch'edotha'.	Here are the shells.
Ch'edotha' k'adee'?	Would you like some shells?
Ehe', ch'edotha' kat.	Yes, I would like some shells.
Page 30	
Nedats'e khuk'a dadh'on?	How much do they cost?
Ts'eełk'ee $8.00 khuk'a dadhton.	They cost $8.00.
Dagheełchoghee k'at?	How many do you want?

Page 31	
Ts'eełk'ee k'at.	I would like one.
Nedats'e khuk'a dadhton?	How much does that cost?
$8.00 khuk'a dadhton.	It costs $8.00.
Page 32	
Nughu teneł yeet denee'oy.	Put it in the box.
Page 33	
Jo lo jam.	Here is the jam.
Jam k'adee'?	Would you like some jam?
Ehe', jam k'at.	Yes, I would like some jam.
Page 34	
Nedats'e khuk'a dadh'on?	How much does it cost?
Ts'eełk'ee $3.00 khuk'a dadh'on.	It costs $3.00 for one.
Dagheełchoghee k'at?	How many do you want?
Page 35	
Dengee k'at.	I would like four.
Nedats'e khuk'a dadh'on?	How much does that cost?
$12.00 khuk'a dadh'on.	It costs $12.00.
Page 36	
Teneł yeet deela.	Put them in the box.
Page 37	
Jo lo oil.	Here is the stove oil.
Oil k'adee'?	Would you like some oil?
Ehe', oil k'at.	Yes, I would like some oil.
Page 38	
Nedats'e khuk'a dadh'on?	How much does it cost?
Ts'eełk'ee $63.75 khuk'a dadh'on.	It costs $63.75.
Dagheełchoghee k'at?	How many would you like?
Page 39	
Noteek'a k'at.	I would like two.
Nedats'e khuk'a dadh'on?	How much does that cost?
$127.50 khuk'a dadh'on.	It costs $127.50.
Page 40	
Nugh teneł k'edha needaneela.	Put them next to the box.
Detthekts'ekts'en' nedats'ek khuk'a?	How much does all of it cost?